

September 2019

Prepared by the  
Office of Institutional Research and Assessment

To: Enrollment Policies Committee (EPC) Members  
Linda Strong-Leek Sylvia Asante Theresa Lowder Judy Ginter Chris Lakes  
Luke Hodson Scott Steele Channell Barbour Judith Weckman

From: Clara Chapman

Date: September 26, 2019

Re: Enrollment, Retention, and Graduation Report

I have prepared the following tables and charts for your review. Please note that there are highlights pages at the beginning of each section. There are several new pages which are **highlighted in yellow** in the list below.

## Definitions and Descriptions

### Enrollment

Fall Term Total Headcount (Full and Part-Time) and Academic Year Graduates  
Total (Full and Part-Time) Fall Term Degree-Seeking Enrollment, First-Year Students, Transfer Students, and Graduates  
Total (Full and Part-Time) Fall Term Degree-Seeking Enrollment by Classification and Academic Year Graduates  
Fall Term 2019 Enrollment Report  
2019 First-Year Students' Class Profile  
2019 Transfer Students' Class Profile

### Retention

#### First-to-Second Year

First-Year Student Retention/Attrition (Breakdown of Withdrawal Status: Suspensions vs. Voluntary Departures)

First-Year Students

All Students, 1959 – 2018

by Sex

by Territory

by Cohort Type

by Cohort Type by Sex

Hispanic Students

by Sex

By County Designation

Males

Females

from At-Risk and Distressed Appalachian Counties by Sex

White Males from At-Risk and Distressed Appalachian Counties

from Kentucky

First-Generation Students

Non-Traditional Students

by Developmental Mathematics Requirements

by High School Rank in Class Categories

by Recalculated High School GPA Quintiles

by ACT Composite Categories

by Residence Hall

Dependent Students by EFC (Expected Family Contribution) at Entry

Bridge Program Students

by Sex

Emerging Scholars Program (ESP) Students

by Sex

by First Semester College GPA Categories

by First Year College GPA Categories

by Choice of Berea College According to Survey Responses

by Miles from Home According to Survey Responses

First-Year and Transfer Students

by Labor Department Categories

Athlete Status in First Year

## Retention, continued:

### First-to-Second Year, continued:

Transfer Students

All Transfer Students, 1993 – 2018

by Sex

from Kentucky Community and Technical College System (KCTCS) Institutions

by Transfer Institution Category (2-Year Community Colleges vs. 4-Year Colleges)

by Classification at Entry (Freshman/Sophomore vs. Junior/Senior)

First-to-Second Year Retention, Six-Year Graduation Rates, and Academic Qualifications at Entry  
for Fall Term First-Year Students, 2004 – 2018

### Fall-to-Fall Term

Number and Percent of Withdrawals/Dismissals by Term for First-Year Students

Monthly Retention of Fall Term 2018 Enrollees Tracked through to Fall Term 2019 (First-Year and Transfer Students)

Enrollment History (Retention) of First-Year Students' Cohorts

Enrollment History (Retention) of Transfer Students' Cohorts

## Graduation

Graduation Rates for First-Year Students, Entering Fall Terms 2006 – 2015 (4, 5, and 6-year rates in graph form)

All First-Year Students

by Sex

by Territory

by Cohort Type

African American Students by Sex

Other Domestic Students by Sex

F-1 International Students by Sex

Hispanic Students

by County Designation

Males

Females

from At-Risk and Distressed Appalachian Counties by Sex

White Males from At-Risk and Distressed Appalachian Counties

from Kentucky

First-Generation Students

Non-Traditional Students

by Developmental Mathematics Requirements

by Developmental Mathematics Requirement Categories

by High School Rank in Class Categories

by ACT Composite Categories

Dependent Students by Expected Family Contribution (EFC) Categories at Entry

Emerging Scholars Program (ESP) Students

Athletes During First-Year

Graduation Rates for Transfer Students, Entering Fall Terms 2006 – 2016 (3, 4, 5, and 6-year rates in graph form)

All Transfer Students

Transfer Students by Sex

From Kentucky Community and Technical College System (KCTCS) Institutions

by Transfer Institution Category (2-Year Community Colleges vs. 4-Year Colleges)

by Classification at Entry (Freshman/Sophomore vs. Junior/Senior)

Graduation Status for Fall Term 2013 First-Year Students (Terms to Graduate Details)

Graduation Status for Fall Term 2014 First-Year Students (Terms to Graduate Details)

cc: Samantha Cole  
Rob Smith  
Administrative Committee Members

## DEFINITIONS AND DESCRIPTIONS

### **African-American Students**

Students who identified themselves as "Black or African American" alone or in combination with another race.

### **Athlete Status during First Year**

Students are considered athletes during their first year if they are certified as eligible and added to an intercollegiate team roster. Intercollegiate teams for males are: baseball, basketball, cross country, golf, soccer, swimming (team disbanded after academic year 2012-13), tennis, and track and field. Intercollegiate teams for females are: basketball, cross country, soccer, softball, swimming (team disbanded after academic year 2012-13), tennis, track and field, and volleyball. In Fall Term 2015, the College became a member of the NCAA, Division III (USA South Conference). Prior to 2015-16, the College was a member of the NAIA.

### **At-Risk and Distressed Appalachian Counties**

These are designations given to Appalachian counties from the Appalachian Regional Commission (ARC). Distressed counties are the most economically depressed counties. They rank in the worst 10% of the nation's counties. At-Risk counties are those at risk of becoming economically distressed. They rank between the worst 10-25% of the nation's counties. The county designation, "At-Risk," was added to the Appalachian Regional Commission's designations in Fiscal Year 2006.

### **Berea Bridge Program**

Berea Bridge is a four-week program for approximately 60 incoming students. Participants engage in two academically rigorous courses which introduce them to the academic skills, attitudes, and behaviors that will help them prepare for the Berea College experience. Students are also provided with an introduction to the College's Labor Program, and participate in workshops and activities aimed at helping ease their transition to Berea.

Students are notified about the Berea Bridge program by a letter in the information packet they receive from the Office of First-Year Initiatives after they have committed to the College. Interested students submit their name into a lottery by completing an online survey sent via email. Students are selected randomly, but in numbers that mirror the overall demographic of Berea's population in terms of sex, race/ethnicity, and territory.

### **Emerging Scholars Program (ESP)**

The Emerging Scholars Program (ESP) is a TRiO Support Services grant-funded program that enrolls roughly 70 students in each incoming class and works with them for two years. Each ESP student works one-on-one with an Academic Counselor who provides mentorship, guidance, resources, and supplemental advising to help students achieve their academic, financial, personal, and career goals. Students are enrolled in a quarter credit GST 101: Strategies for Academic Success course in their first-term.

ESP primarily targets students from Appalachian Distressed Counties and students from inner-city urban areas, but considers any student who is low-income, first-generation, or has a documented disability (2/3 of ESP students have to meet two of those criteria). Qualifying students are contacted via email and a mailing about the program throughout the spring, and the ESP staff have a recruitment booth at the Summer Orientation. Students submit an application for the program and are selected in June with priority being given to students who were recruited or have been part of a TRiO program in the past.

## DEFINITIONS AND DESCRIPTIONS

### **First Generation Students**

Students who indicated on their Admissions Application, the FAFSA (Free Application for Federal Student Aid), or the Entering Student Survey that neither parent/ guardian has received a college degree.

### **GST 101 – Strategies for Academic Success, Non-ESP Sections**

GST 101 – Strategies for Academic Success is a course for first-year students aimed at supporting their transition to Berea and become active participants in the academic community. Students receive hands-on support in learning college systems and environments, reflect on themselves as learners and establish personal goals for their time at Berea College, and connect with classmates who are also transitioning and develop skills and strategies that will support their success in college. The class meets once a week for fifty-minutes and is a quarter credit.

When completing the Online Orientation in May, students are provided with the course description for GST 101 and asked if they would be interested in taking the course. Students who respond “yes” are placed in a section of the course on a space available basis. Students who are enrolled in Berea Bridge-In or admitted into the Emerging Scholars Program (ESP) are typically not enrolled in the course, though some exceptions do exist.

### **Hispanic Students**

Domestic students who chose "Hispanic or Latino or Spanish Origin" as their ethnicity (regardless of the race they indicated). This does NOT include F-1 International students.

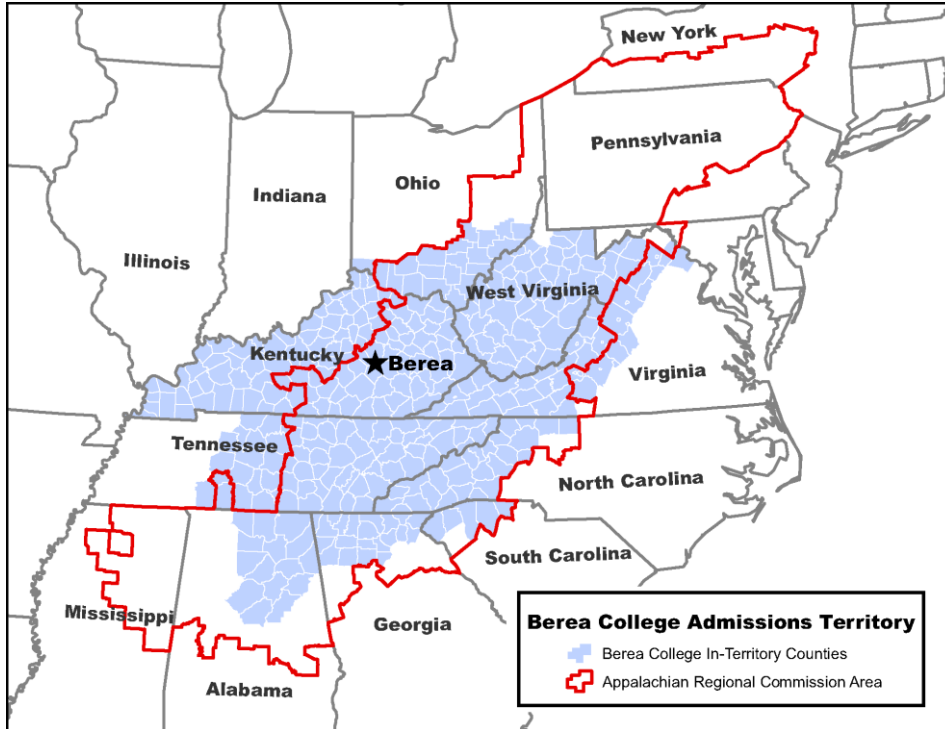
### **In-Territory Designations**

*In-Territory:* Students who come from much of the Appalachian region and all of Kentucky within the blue area in the map below. In-Territory also includes permanent residents (a non-citizen who has formally established residency in the United States) and refugees who reside in the territory. Twenty-two counties in Tennessee were added in January 2017. The entering class of 2018 will be the first class to be recruited from the new territory. **Students from these counties who entered prior to Fall Term 2018 will be counted/reported as Out-of-Territory.**

*Out-of-Territory:* Students who come from outside the In-Territory area, including U.S. Citizens living in foreign countries. Out-of-Territory also includes permanent residents (a non-citizen who has formally established residency in the U.S.) and refugees who reside out of the territory.

*F-1 International:* Students who are not U.S. Citizens, permanent residents, or refugees, and are attending the college under an F-1 visa issued by the U.S. Department of State.

## DEFINITIONS AND DESCRIPTIONS



### Male Initiative Courses

Berea College offers three Male Initiative courses which focus on supporting the college transition of males from three distinct populations – African-American males, Latino males, and males from Appalachian At-Risk or Distressed Counties. These courses weave college readiness and success discussions with conversations about culture, race, and identity aimed at helping students gain a better understanding of how their unique heritage contributes to who they are today and providing them with support throughout their first year on campus.

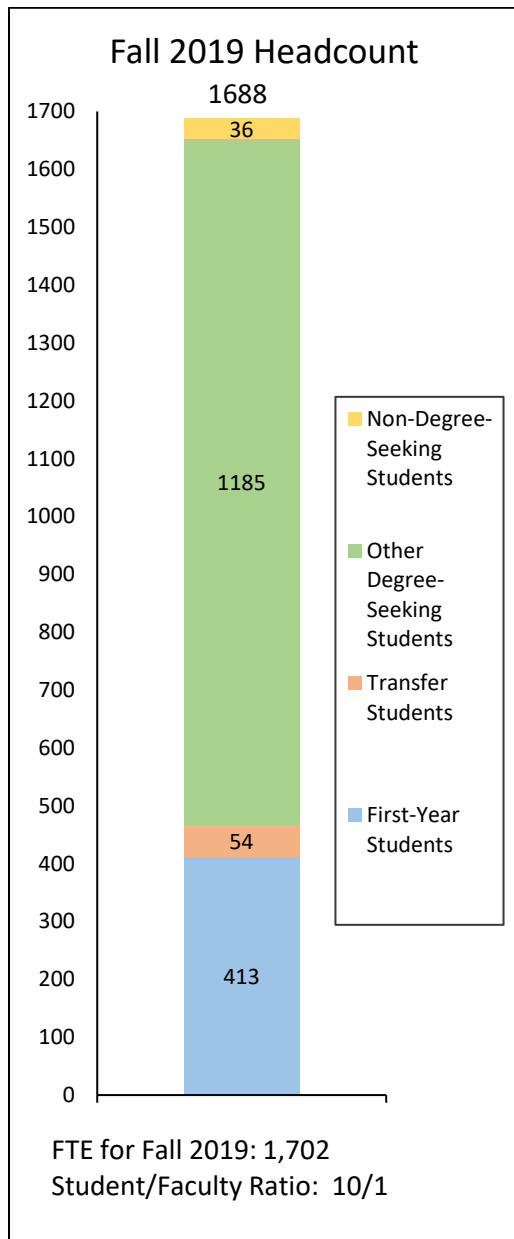
Students from these target groups are enrolled in one of three courses – AFT 186: Models and Mentors for Success for our African-American students, APS 121: Appalachian Cultures for males from Appalachian At-Risk or Distressed Counties, and GST 186: Latino Males in Higher Education. Students are enrolled in the courses automatically based on their self-identified demographics, but have the option of dropping the course once on campus and after a conversation with their academic advisor.

### Non-Traditional Students

A non-traditional student is defined as being 24 years of age or older and/or married and/or has a child/children/legal dependent. Domestic students complete the FAFSA (Free Application for Federal Student Aid) which verifies this status. International students are not included in the non-traditional student counts.

# Enrollment

# Enrollment Highlights



## First-Year Students (N = 413)

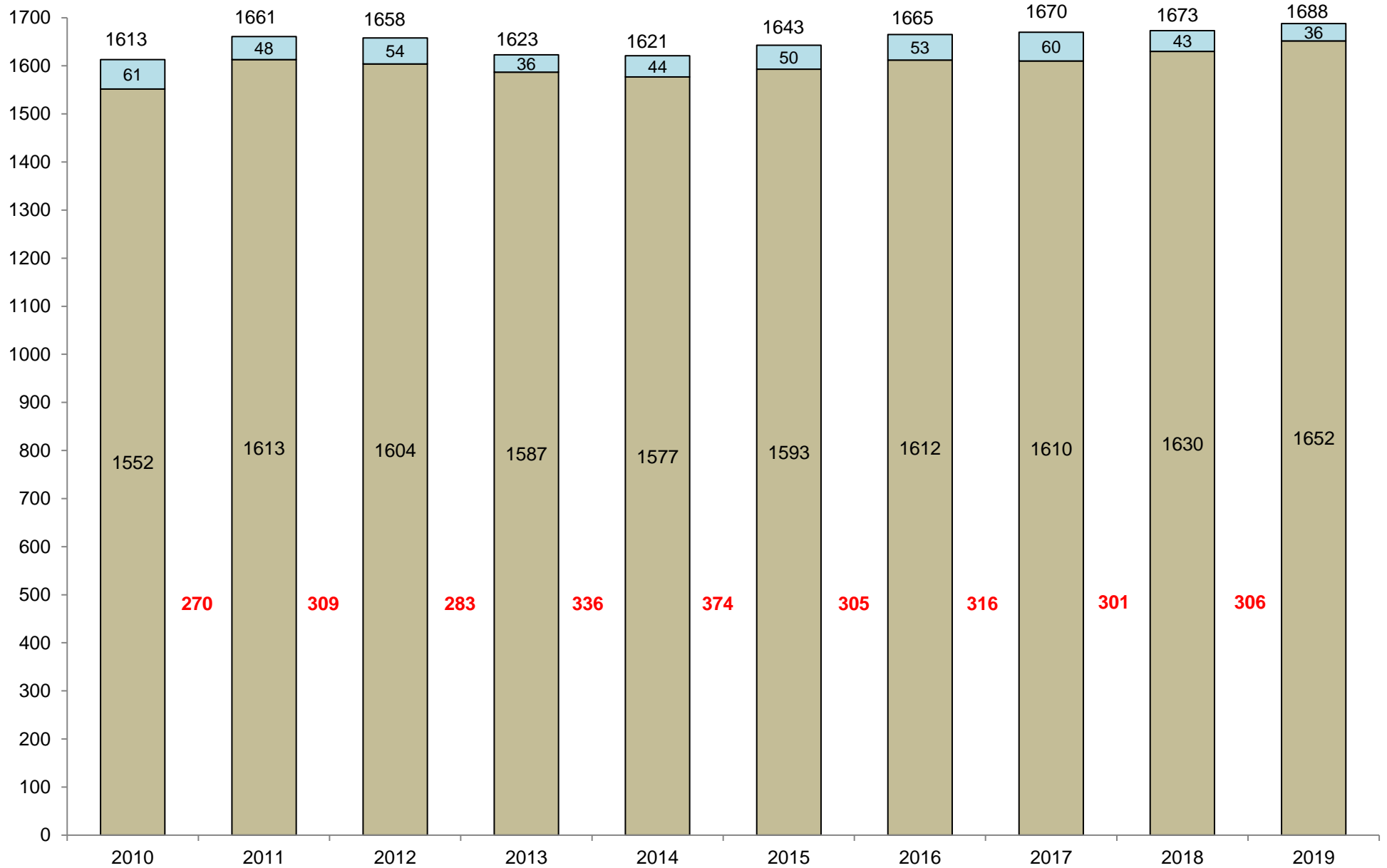
- Mean ACT Composite: 25.1
- 59% ranked in the top 1/5 of their high school class
- 21% required at least one course of developmental mathematics
- 71% In-Territory; 22% Out-of-Territory, 7% International (28 states, no territories and 29 countries represented)
- 23% of domestic students are from At-Risk and Distressed Appalachian counties
- 42% are from Kentucky
- 25% identified themselves as “Black or African American” alone or in combination with another race
- 60% are first generation (neither parent/guardian has completed a college degree)
- 53% of domestic students have an EFC (expected family contribution) of \$0

## Transfer Students (N = 54)

- 70% transferred in with a classification of freshman or sophomore
- Average transfer GPA is 3.57
- 11% required at least one course of developmental mathematics
- 22 states, 0 territories and 2 countries are represented
- 17% transferred from the Kentucky Community and Technical College System (KCTCS)
- 69% are first generation (neither parent/guardian has completed a college degree)
- 69% of domestic students have an EFC (expected family contribution) of \$0



## FALL TERM TOTAL HEADCOUNT (FULL AND PART-TIME) AND ACADEMIC YEAR GRADUATES



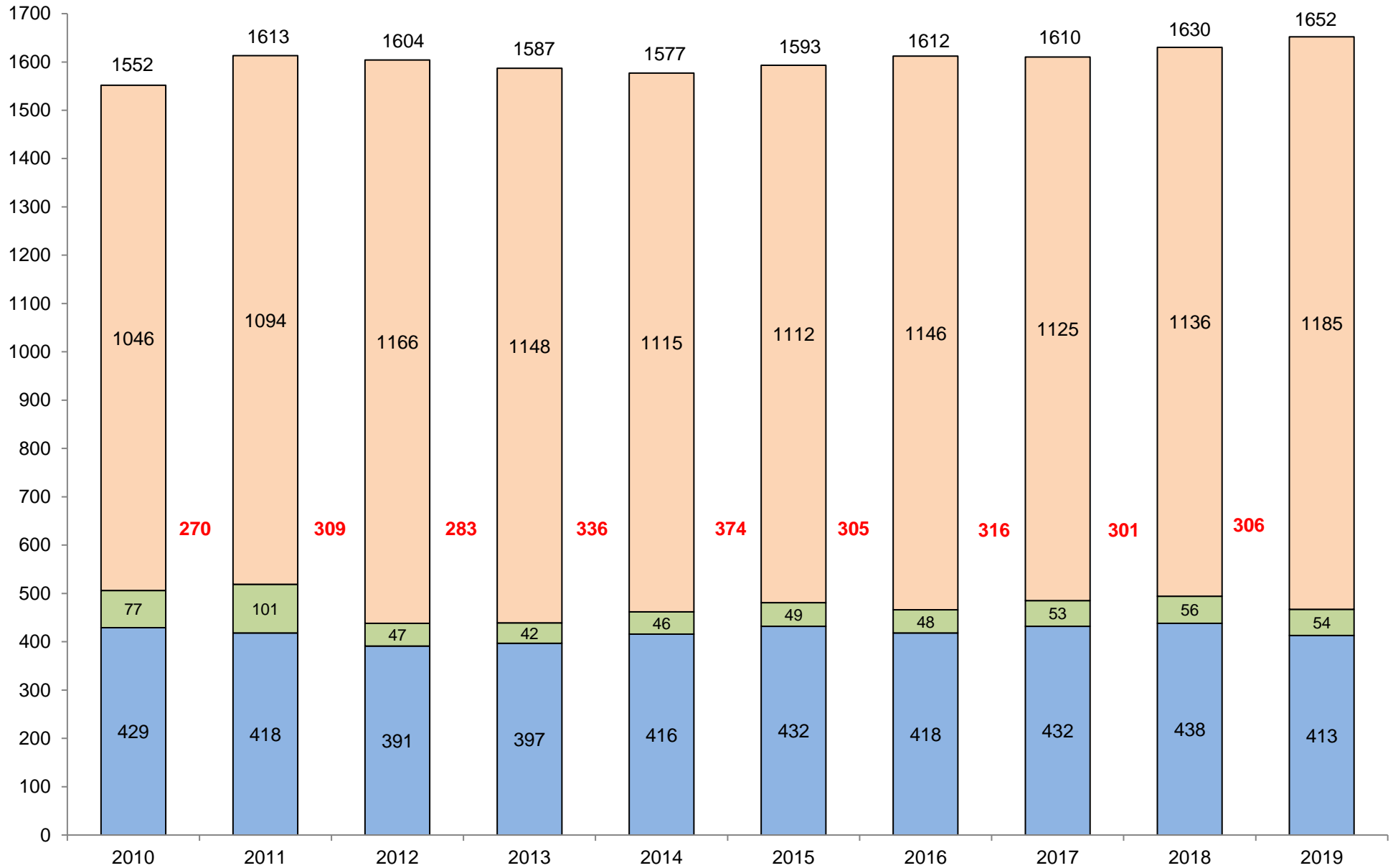
The number of Academic Year Graduates are in **RED** between the bars.



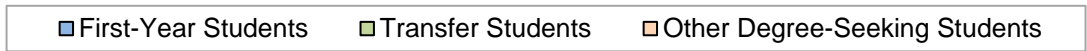
NOTE: Non-degree students are those who are auditors, still in high school, college employees, community, post graduate, EKU exchange or transient/exchange students.

Compiled by the Office of Institutional Research and Assessment, September 2019

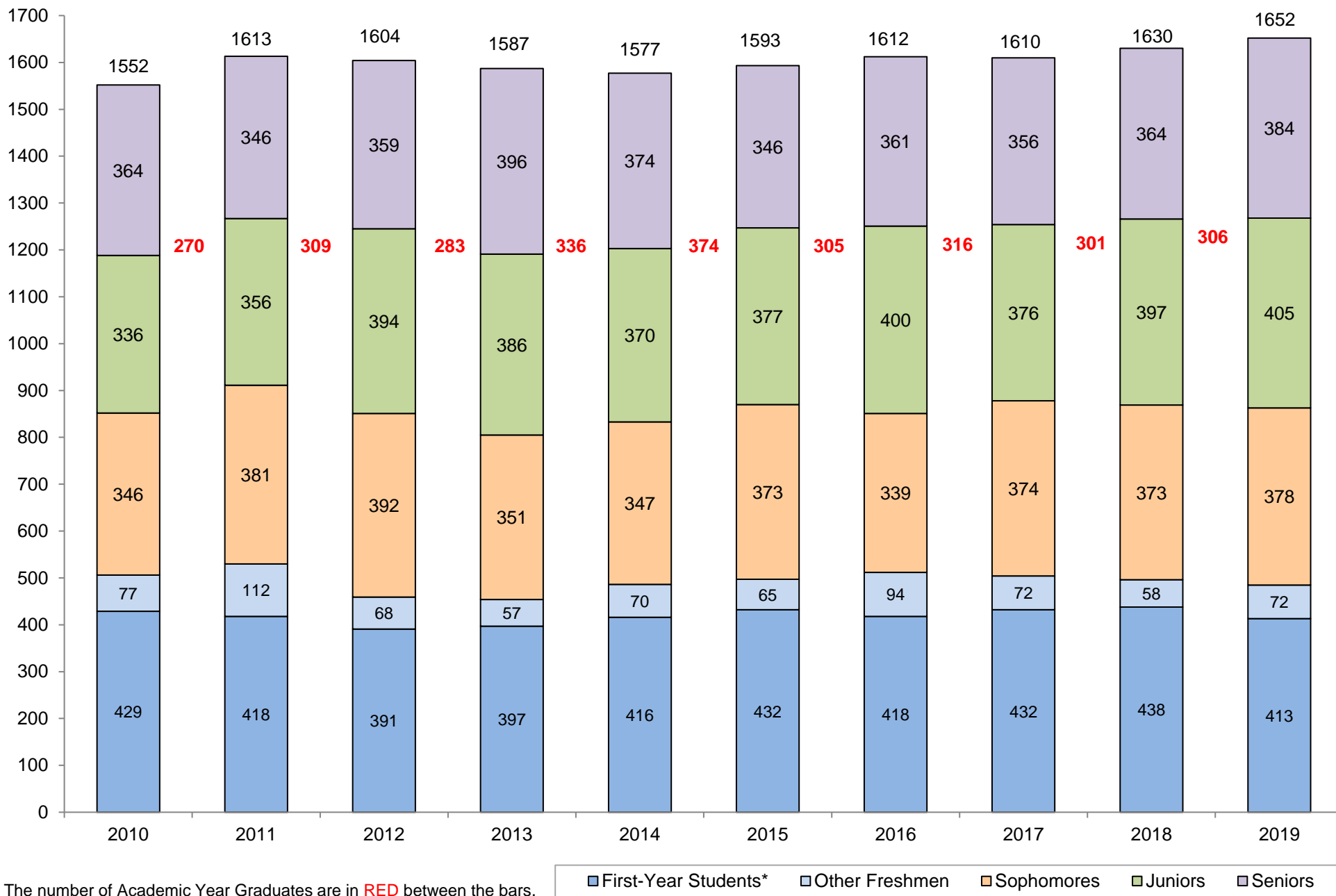
**TOTAL FALL TERM (FULL AND PART-TIME) DEGREE-SEEKING ENROLLMENT, FIRST-YEAR STUDENTS, TRANSFER STUDENTS, AND GRADUATES**



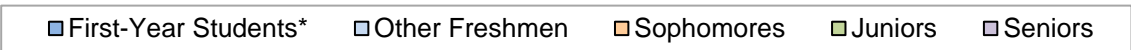
The number of Academic Year Graduates are in **RED** between the bars.



**TOTAL (FULL AND PART-TIME) FALL TERM DEGREE-SEEKING ENROLLMENT BY CLASSIFICATION AND ACADEMIC YEAR GRADUATES**



The number of Academic Year Graduates are in **RED** between the bars.



\*All First-Year students are included in this category even though some students are classified higher than a "freshman."

# Fall Term 2019 Student Enrollment Report

## Full-Time

### Degree-Seeking

	<u>Male</u>	<u>Female</u>	<u>Total</u>
<b>Freshmen</b>	<b>198</b>	<b>255</b>	<b>453</b>
<b>New</b>	<b>171</b>	<b>210</b>	
<b>Transfer</b>	<b>3</b>	<b>6</b>	
Returning	1	2	
Returning from Leave of Absence	1	1	
Continuing	22	36	
<b>Sophomore</b>	<b>185</b>	<b>221</b>	<b>406</b>
<b>New</b>	<b>14</b>	<b>14</b>	
<b>Transfer</b>	<b>16</b>	<b>13</b>	
Returning	4	3	
Returning from Leave of Absence	2	5	
Continuing	149	186	
<b>Junior</b>	<b>167</b>	<b>242</b>	<b>409</b>
<b>New</b>	<b>2</b>	<b>2</b>	
<b>Transfer</b>	<b>4</b>	<b>12</b>	
Returning	1	1	
Returning from Leave of Absence	2	1	
Continuing	158	226	
<b>Senior</b>	<b>143</b>	<b>238</b>	<b>381</b>
<b>Transfer</b>	<b>0</b>	<b>0</b>	
Returning	2	0	
Returning from Leave of Absence	0	1	
Continuing	141	237	
<b><u>Total Degree-Seeking Full-Time</u></b>	<b><u>693</u></b>	<b><u>956</u></b>	<b><u>1649</u></b>

First-Year students  
(includes all the new.  
non-transfer students):  
413

Transfer students  
(includes all the  
transfer students): 54

### Non-Degree-Seeking

Auditing	0	0	
Berea Community High School	0	0	
Community (Special)	0	0	
EKU Exchange	0	0	
Employee	0	0	
Home School Student	0	0	
Madison Southern High School	0	0	
Post-Graduate	0	0	
Transient/Exchange	0	3	
<b><u>Total Non-Degree-Seeking Full-Time</u></b>	<b><u>0</u></b>	<b><u>3</u></b>	<b><u>3</u></b>

**TOTAL FULL-TIME      693            959            1652**

# Fall Term 2019 Student Enrollment Report

## Part-Time

### Degree-Seeking

	Male	Female	Total	FTE*
<b>Freshmen</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.00</b>
New	0	0		
Transfer	0	0		
Returning	0	0		
Returning from Leave of Absence	0	0		
Continuing	0	0		
<b>Sophomore</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.00</b>
New	0	0		
Transfer	0	0		
Returning	0	0		
Returning from Leave of Absence	0	0		
Continuing	0	0		
<b>Junior</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.00</b>
New	0	0		
Transfer	0	0		
Returning	0	0		
Returning from Leave of Absence	0	0		
Continuing	0	0		
<b>Senior</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>1.00</b>
Transfer	0	0		
Returning	0	0		
Returning from Leave of Absence	0	0		
Continuing	0	3		
<b>Total Degree-Seeking Part-Time</b>	<b><u>0</u></b>	<b><u>3</u></b>	<b><u>3</u></b>	<b><u>1.00</u></b>

### Non-Degree-Seeking

Auditing	0	2		
Berea Community High School	7	8		
Community (Special)	7	3		
EKU Exchange	1	1		
Employee	1	0		
Home School Student	1	2		
Madison Southern High School	0	0		
Post-Graduate	0	0		
Transient/Exchange	0	0		
<b>Total Non-Degree-Seeking Part-Time</b>	<b><u>17</u></b>	<b><u>16</u></b>	<b><u>33</u></b>	<b><u>12.92</u></b>

**TOTAL PART-TIME      17                  19                  36                  13.92**

\*Full-Time Equivalent (FTE) is calculated by dividing the total number of courses taken by a part-time student by 3. At Berea, a student must be enrolled in at least 3 courses to be considered full-time.

# Fall Term 2019 Student Enrollment Report

## Full-Time and Part-Time

### Degree-Seeking

	<u>Male</u>	<u>Female</u>	<u>Total</u>
<b>Freshmen</b>	<b>198</b>	<b>255</b>	<b>453</b>
<b>New</b>	<b>171</b>	<b>210</b>	<b>381</b>
<b>Transfer</b>	<b>3</b>	<b>6</b>	<b>9</b>
Returning	1	2	3
Returning from Leave of Absence	1	1	2
Continuing	22	36	58
<b>Sophomore</b>	<b>185</b>	<b>221</b>	<b>406</b>
<b>New</b>	<b>14</b>	<b>14</b>	<b>28</b>
<b>Transfer</b>	<b>16</b>	<b>13</b>	<b>29</b>
Returning	4	3	7
Returning from Leave of Absence	2	5	7
Continuing	149	186	335
<b>Junior</b>	<b>167</b>	<b>242</b>	<b>409</b>
<b>New</b>	<b>2</b>	<b>2</b>	<b>4</b>
<b>Transfer</b>	<b>4</b>	<b>12</b>	<b>16</b>
Returning	1	1	2
Returning from Leave of Absence	2	1	3
Continuing	158	226	384
<b>Senior</b>	<b>143</b>	<b>241</b>	<b>384</b>
<b>Transfer</b>	<b>0</b>	<b>0</b>	<b>0</b>
Returning	2	0	2
Returning from Leave of Absence	0	1	1
Continuing	141	240	381
<b>Total Degree-Seeking Full/Part-Time</b>	<b>693</b>	<b>959</b>	<b>1652</b>

### Non-Degree-Seeking

Auditing	0	2	2
Berea Community High School	7	8	15
Community (Special)	7	3	10
EKU Exchange	1	1	2
Employee	1	0	1
Home School Student	1	2	3
Madison Southern High School	0	0	0
Post-Graduate	0	0	0
Transient/Exchange	0	3	3
<b>Total Non-Degree-Seeking Full/Part-Time</b>	<b>17</b>	<b>19</b>	<b>36</b>

<b>TOTAL HEADCOUNT</b>	<b>710</b>	<b>978</b>	<b>1,688</b>
<b>TOTAL FTE Enrollment*</b>			<b>1,702</b>

The Student/Faculty Ratio (FTE) for this term is 10/1.

\*Full-Time Equivalent (FTE) is calculated by dividing the total number of courses taken by a part-time student by 3 and then that number is added to the full-time enrollment. At Berea, a student must be enrolled in at least 3 courses to be considered full-time.

# Berea College 2019 First-Year Students' Class Profile

## 1. Overall Statistics:

Applications completed:	1,966
Applicants accepted:	595 (30.3% of applications completed)
Enrolled First-Year Students:	413 (69.4% of those accepted; 186 males (45% of enrolled class), 227 females (55% of enrolled class))

## 2. Scholastic Assessment Test (SAT):

Score Range	Males		Females	
	Math	Reading & Writing	Math	Reading & Writing
750-800	1	1	0	1
700-749	5	3	0	1
650-699	4	7	5	6
600-649	5	4	4	9
550-599	7	11	11	6
500-549	8	4	10	8
450-499	1	1	1	0
400-449	0	0	0	0
350-399	0	0	0	0
300-349	0	0	0	0
250-299	0	0	0	0
200-249	0	0	0	0
<b>TOTAL</b>	<b>31</b>	<b>31</b>	<b>31</b>	<b>31</b>

SAT Mean Scores:			
	Math	Reading & Writing	Total
Males	607	610	1217
Females	573	603	1176
Combined	590	606	1196
National Mean	531	536	1067
Kentucky Mean	618	630	1248

*Note: Some international students submitted scores from the TOEFL or IELTS in lieu of an ACT or SAT report.*

## American College Test (ACT):

Composite Score	Males	Females		
27 - 36	49	59	Mean Composite Males	25.1
25 - 26	30	42	Mean Composite Females	25.1
22 - 24	39	50	Mean Composite Combined	25.1
17 - 21	25	35		
<b>TOTAL</b>	<b>143</b>	<b>186</b>	National Mean	20.8
Minimum: 17	Maximum: 34		Kentucky Mean	20.2
75th Percentile - 27.0; 25th Percentile - 23.0				

ACT Score (including converted SATs)	
<b>Mean Composite Males</b>	<b>25.1</b>
<b>Mean Composite Females</b>	<b>24.9</b>
<b>Mean Composite Combined</b>	<b>25.0</b>
<b>75th Percentile</b>	<b>27.0</b>
<b>25th Percentile</b>	<b>22.0</b>

## 3. Recalculated\* High School GPA (at the point at which admission was offered):

Score Range	Males		Females		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
3.75 - 4.00	55	32.4%	104	49.1%	159	41.6%
3.50 - 3.74	50	29.4%	50	23.6%	100	26.2%
3.25 - 3.49	37	21.8%	34	16.0%	71	18.6%
3.00 - 3.24	21	12.4%	14	6.6%	35	9.2%
2.75 - 2.99	7	4.1%	9	4.2%	16	4.2%
2.50 - 2.74	0	0.0%	0	0.0%	0	0.0%
2.25 - 2.49	0	0.0%	1	0.5%	1	0.3%
2.00 - 2.24	0	0.0%	0	0.0%	0	0.0%
1.75 - 1.99	0	0.0%	0	0.0%	0	0.0%
1.50 - 1.74	0	0.0%	0	0.0%	0	0.0%
1.25 - 1.49	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>170</b>	<b>100%</b>	<b>212</b>	<b>100%</b>	<b>382</b>	<b>100%</b>

### Recalculated GPA Mean Scores:

Males	3.56
Females	3.65
Combined	3.61

### Recalculated GPA

75th Percentile	3.86
25th Percentile	3.43

\*Recalculated GPA is derived from college preparatory classes only and is computed in the Office of Admissions.

*Note: Recalculated GPA is unavailable for 31 (7.5%) students, including 30 international students and 1 first-year student who earned a GED.*

# Berea College 2019 First-Year Students' Class Profile, page 2

**4. Developmental Mathematics Requirements (based on actual enrollment in courses):**

All Three Courses Required	17 (4.1%)
Mathematics 011 and 012 Required	44 (10.7%)
Mathematics 012 Required	27 (6.5%)
<b>TOTAL Required</b>	<b>88 (21.3%)</b>

**5. Most recently calculated high school class rank:**

**High school graduation:**

	<b>Males</b>		<b>Females</b>		<b>Total</b>	
	Number	Percentage	Number	Percentage	Number	Percentage
Top fifth	54	42.5%	122	71.8%	176	59.3%
Second fifth	55	43.3%	42	24.7%	97	32.7%
Third fifth	15	11.8%	5	2.9%	20	6.7%
Fourth fifth	3	2.4%	0	0.0%	3	1.0%
Bottom fifth	0	0.0%	1	0.6%	1	0.3%
	<b>127</b>	<b>100%</b>	<b>170</b>	<b>100%</b>	<b>297</b>	<b>100%</b>

In 2019	367 (88.9%)
Prior to 2019	16 (3.9%)
International	30 (7.3%)
<b>TOTAL:</b>	<b>413 (100%)</b>
Of the 413,	
Homeschool	23 (5.6%)
GED	2 (0.5%)

*Note: Rank not available for 116 (28.1%) students, including 30 international, 22 homeschooled, 1 GED student, and 1 homeschool/GED student.*

**6. Territory Distribution (as established at point of application to Berea College):**

- 293 (70.9%) - In-Territory (U.S. citizens and permanent residents and/or refugees originating from within Berea's 361-county territory)
- 90 (21.8%) - Out-of Territory (U.S. citizens and permanent residents and/or refugees originating from outside Berea's 361-county territory)
- 30 (7.3%) - International (Non-U.S. citizens, non-permanent residents and non-refugees having F-1 visa status)

**7. Geographical Distribution\*:**

28 States and no U.S. Territories				
	Number	Percentage	Number	Percentage
Alabama	15		Nebraska	1
Arkansas	3		New Mexico	2
California	1		New York	1
Florida	4		North Carolina	10
Georgia	17		Ohio	33
Illinois	5		Pennsylvania	4
Indiana	3		South Carolina	4
Kansas	1		Tennessee	53
Kentucky	173		Texas	8
Maryland	2		Utah	1
Michigan	2		Virginia	12
Minnesota	1		Washington	2
Mississippi	2		West Virginia	11
Missouri	3		Wisconsin	1
			<b>Total</b>	<b>375</b>

29 Countries			
Albania	1	Nigeria	2
Antigua & Barbuda	1	Pakistan	2
Cambodia	1	Romania	1
Cameroon	2	Sierra Leone	1
Costa Rica	1	Somalia	1
Egypt	1	South Korea	1
Gambia	1	Sweden	1
Ghana	2	Tibet	1
Guatemala	1	Turkey	1
India	1	Uganda	2
Iraq	1	Uzbekistan	2
Jamaica	1	Yemen	1
Kenya	1	Zambia	2
Moldova	2	Zimbabwe	2
Morocco	1	<b>Total</b>	<b>38</b>

\*There are 86 (22.5%) students from Appalachian counties designated as At-Risk (32) and Distressed (54) (out of 383 Domestic students).

**8. First-Generation Status (Neither parent/guardian has completed a college degree)\*:**

Neither parent/guardian has completed a college degree: 230 (60.1%)

*\*Based on information gathered from the Admissions Application, FAFSA, and the Entering Student Survey. Information was known for 383 (93%) first-year students.*

**9. Emerging Scholars Program (ESP) and Summer Bridge Participants**

ESP Participants: 38 (9.2%)

Summer Bridge Participants: 78 (18.9%)



# Berea College 2019 First-Year Students' Class Profile, page 3

10. **Ethnic and Racial Breakdown** (as requested and reported to the federal government through IPEDS)

<i>Ethnicity Breakdown for All Students (N = 413)</i>		
Hispanic or Latino or Spanish Origin	53	12.8%
Not Hispanic or Latino or Spanish Origin	328	79.4%
Chose not to respond (N = 2) and International Students (N = 30)	32	7.7%
<i>Racial Breakdown</i>		
F-1 International (racial breakdown not collected)	30	7.3%
Chose not to respond (race unknown)	12	2.9%
American Indian or Alaska Native	6	1.5%
Asian	11	2.7%
Black or African American	72	17.4%
Native Hawaiian or Other Pacific Islander	2	0.5%
White	238	57.6%
Two or more races indicated	42	10.2%
American Indian/Alaska Native and Black/African American	(1)	
American Indian/Alaska Native and Black/African American and White	(2)	
American Indian/Alaska Native and Asian and White	(1)	
American Indian/Alaska Native and Asian	(1)	
American Indian/Alaska Native and White	(6)	
Asian and Black/African American	(2)	
Asian and White	(3)	
Black/African American and White	(26)	
<b>TOTAL</b>	<b>413</b>	<b>100%</b>

NOTE: The total number of students who identified themselves as "Black or African American" alone or in combination with another race is 103 (24.9%).

11. **Financial Eligibility:**

<i>Dependent Students (N = 360)</i>		
Parental contribution that met financial guidelines (includes no tuition-exchange and 3 faculty/staff dependents):	353	85.5%
Parental contribution that exceeded Berea's limit		
Tuition-Exchange students:	2	0.5%
Faculty/staff dependent:	1	0.2%
Special circumstances*:	4	1.0%
<i>Independent Students (N = 23)</i>		
Student contribution that met financial guidelines (includes no tuition-exchange or faculty/staff dependents):	23	5.6%
Student contribution that exceeded Berea's limit		
Tuition-Exchange students:	0	0.0%
Special circumstances*:	0	0.0%
<i>International Students (N = 30) (All meet financial guidelines)</i>	30	7.3%
<b>TOTAL</b>	<b>413</b>	<b>100%</b>

\*Special circumstances include cases such as one-time disbursement of income, extraordinary medical expenses, change in job situation, etc.

<b>Expected Family Contribution (EFC):</b>			
Domestic Students who have an EFC of \$0	204/383 (53.3%)	Mean EFC: \$1,187	Median EFC: \$0
International Students who have an EFC of \$0	30/30 (100%)		

<b>Pell Grant Recipients:</b>
98% of Domestic First-Year Students received a Pell Grant
<i>F-1 International and DACA (Deferred Action for Childhood Arrivals) students are not included; they are not eligible to receive Pell Grants.</i>

NOTE: This profile does not include information about the 54 Transfer or the 27 Re-Admitted students (including 13 returning from leaves of absences). There are also 3 F-1 International students enrolled as exchange students (non-degree-seeking) this fall.

# Berea College 2019 Transfer Students' Class Profile

**1. Overall Statistics:**

Applications completed:	150
Applicants accepted:	74 (49.3% of applications completed)
Enrolled transfer students:	54 (73.0% of those accepted; 23 males (43% of enrolled class), 31 females (57% of enrolled class))

**2. Classification for the Fall Term 2019:**

*Classification is derived from the number of transfer hours accepted by Berea.*

	Males	Females	Total
Freshman (0 - 27.99 hours)	3	6	9
Sophomore (28 - 59.99 hours)	16	13	29
Junior (60 - 95.996 hours)	4	12	16
Senior (96 or more hours)	0	0	0
<b>TOTAL:</b>	<b>23</b>	<b>31</b>	<b>54</b>

**Age (as of August 21 - first day of classes):**

	Males		Females		Total	
17 - 20	9	39.1%	22	71.0%	31	57.4%
21 - 25	11	47.8%	8	25.8%	19	35.2%
26 - 30	2	8.7%	1	3.2%	3	5.6%
31 - 35	1	4.3%	0	0.0%	1	1.9%
36 +	0	0.0%	0	0.0%	0	0.0%
	<b>23</b>	<b>100%</b>	<b>31</b>	<b>100%</b>	<b>54</b>	<b>100%</b>

**Transfer Semester Hours Accepted at Berea:**

	Number	Percentage
0 - 22.13 hours	6	11.1%
22.14 - 30.60 hours	5	9.3%
30.61 - 31.90 hours	5	9.3%
31.91 - 41.20 hours	5	9.3%
42.21 - 49.00 hours	7	13.0%
49.01 - 57.00 hours	5	9.3%
57.01 - 59.20 hours	5	9.3%
59.21 - 62.00 hours	7	13.0%
62.01 or more hours	9	16.7%
	<b>54</b>	<b>100.0%</b>

**3. Developmental Mathematics Requirements**

**(based on actual enrollment in courses):**

All Three Courses Required	6 (11.1%)
Mathematics 011 and 012 Required	0 (0%)
Mathematics 012 Required	0 (0%)
<b>TOTAL Required</b>	<b>6 (11.1%)</b>

**4. Emerging Scholars Program (ESP) Participants:**

ESP Participants: 4 (7.4%)

**5. American College Test (ACT) or Equivalent (SAT converted to ACT) - for those who transferred few High school graduation:**

*NOTE: Test scores not required from those who transfer 24 or more hours.*

Composite Score	Males	Females
27 - 36	1	1
25 - 26	0	1
22 - 24	0	0
19 - 21	1	1
Below 19	0	1
<b>Total # tested</b>	<b>2</b>	<b>4</b>

NOTE: SAT scores were converted to ACT Equivalent for 2 of the 6 transfer students who transferred fewer than 24 semester hours.

In 2018	14	25.9%
In 2017	17	31.5%
Between 2002 - 2016	21	38.9%
Prior to 2002	0	0.0%
International	2	3.7%
<b>TOTAL:</b>	<b>54</b>	<b>100.0%</b>
Of the 54,		
Homeschool	4	7.4%
GED	1	1.9%
Homeschool/GED	1	1.9%

**6. Transfer GPA (at most recent transfer institution)**

Score Range	Males		Females		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
3.75 - 4.00	8	34.8%	14	45.2%	22	40.7%
3.50 - 3.74	5	21.7%	3	9.7%	8	14.8%
3.25 - 3.49	6	26.1%	8	25.8%	14	25.9%
3.00 - 3.24	3	13.0%	4	12.9%	7	13.0%
2.75 - 2.99	1	4.3%	2	6.5%	3	5.6%
2.50 - 2.74	0	0.0%	0	0.0%	0	0.0%
2.25 - 2.49	0	0.0%	0	0.0%	0	0.0%
2.00 - 2.24	0	0.0%	0	0.0%	0	0.0%
1.75 - 1.99	0	0.0%	0	0.0%	0	0.0%
1.50 - 1.74	0	0.0%	0	0.0%	0	0.0%
0.00 - 1.49	0	0.0%	0	0.0%	0	0.0%
No GPA	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>23</b>	<b>100.0%</b>	<b>31</b>	<b>100.0%</b>	<b>54</b>	<b>100.0%</b>

**Mean GPA Scores:**

Males . . . . . 3.55  
 Females . . . . . 3.58  
 Combined . . . . . 3.57

75th Percentile . . . 3.87  
 25th Percentile . . . 3.28

# Berea College 2019 Transfer Students' Class Profile, page 2

7. **Territory Distribution** (as established at point of application to Berea College):

33 (61.1%) - In-Territory (U.S. citizens, permanent residents and/or refugees originating from within Berea's 361-county territory)
19 (35.2%) - Out-of-Territory (U.S. citizens, permanent residents and/or refugees originating from outside Berea's territory)
2 (3.7%) - International (Non-U.S. citizens, non-permanent residents and non-refugees having F-1 visa status)

8. **Geographical Distribution:**

<b>22 States &amp; no Territories</b>	Alabama	2	New Hampshire	1	
	Arkansas	1	New Jersey	1	
	Connecticut	1	New York	1	
	Florida	1	North Carolina	1	
	Georgia	2	Ohio	4	
	Illinois	1	South Carolina	1	
	Indiana	2	Tennessee	4	
	Kentucky	19	Texas	1	
	Maine	1	Virginia	4	
	Minnesota	1	West Virginia	1	
	Nebraska	1	Wyoming	1	
		<b>Total</b>	<b>52</b>		

<b>2 Countries</b>			
Colombia	1	Ethiopia	1

\*There are 15 (28.8%) students from Appalachian counties designated as At-Risk (8) and Distressed (7) (out of 52 Domestic students).

9. **Ethnic and Racial Breakdown** (as requested and reported to the federal government through IPEDS)

<i>Ethnicity Breakdown for All Students (N = 54)</i>			
Hispanic or Latino or Spanish Origin	7	13.0%	
Not Hispanic or Latino or Spanish Origin	45	83.3%	
Chose not to respond (N = 0) and International Students (N = 2)	2	3.7%	
<i>Racial Breakdown</i>			
F-1 International (racial breakdown not collected)	2	3.7%	
Chose not to respond (race unknown)	0	0.0%	
American Indian or Alaska Native	0	0.0%	
Asian	0	0.0%	
Black or African American	8	14.8%	
Native Hawaiian or Other Pacific Islander	0	0.0%	
White	40	74.1%	
Two or more races indicated	4	7.4%	
Black/African American and White and American Indian/Alaska Native	(1)		
Black/African American and White	(3)		
<b>TOTAL</b>	<b>54</b>	<b>100.0%</b>	
NOTE: The total number of students who identified themselves as "Black or African American" alone or in combination with another race is 12 (22.2%).			

10. **Financial Eligibility:**

<i>Dependent Students (N = 39)</i>			
Parental contribution that met financial guidelines (includes no tuition-exchange or faculty/staff dependents):	36	66.7%	
Parental contribution that exceeded Berea's limit			
Tuition-Exchange students:	1	1.9%	
Faculty/staff dependents:	0	0.0%	
Special circumstances*:	2	3.7%	
<i>Independent Students (N = 13)</i>			
Student contribution that met financial guidelines (includes no faculty/staff dependents and 1 tuition-exchange):	13	24.1%	
Student contribution that exceeded Berea's limit			
Faculty/staff dependents:	0	0.0%	
Special circumstances*:	0	0.0%	
<i>International Students (N = 2) (All meet financial guidelines)</i>	2	3.7%	
<b>TOTAL</b>	<b>54</b>	<b>100.0%</b>	
*Special circumstances include cases such as one-time disbursement of income, extraordinary medical expenses, change in job situation, etc.			

<b>Expected Family Contribution (EFC):</b>			
Domestic Students who have an EFC of \$0	36/52 (69.2%)	Mean EFC: \$1,132	Median EFC: \$0
International Students who have an EFC of \$0	2/2 (100%)		

<b>Pell Grant Recipients:</b>
96% of Domestic Transfer Students received a Pell Grant
<i>F-1 International and DACA (Deferred Action for Childhood Arrivals) students are not included; they are not eligible to receive Pell Grants.</i>

# Berea College 2019 Transfer Students' Class Profile, page 3

## 11. First-Generation Status (Neither parent/guardian has completed a college degree)\*:

Neither parent/guardian has completed a college degree 35 (68.6%)

*\*Based on information gathered from the Admissions Application, FAFSA, and the Entering Student Survey. Information was known for 51 (94%) transfer students.*

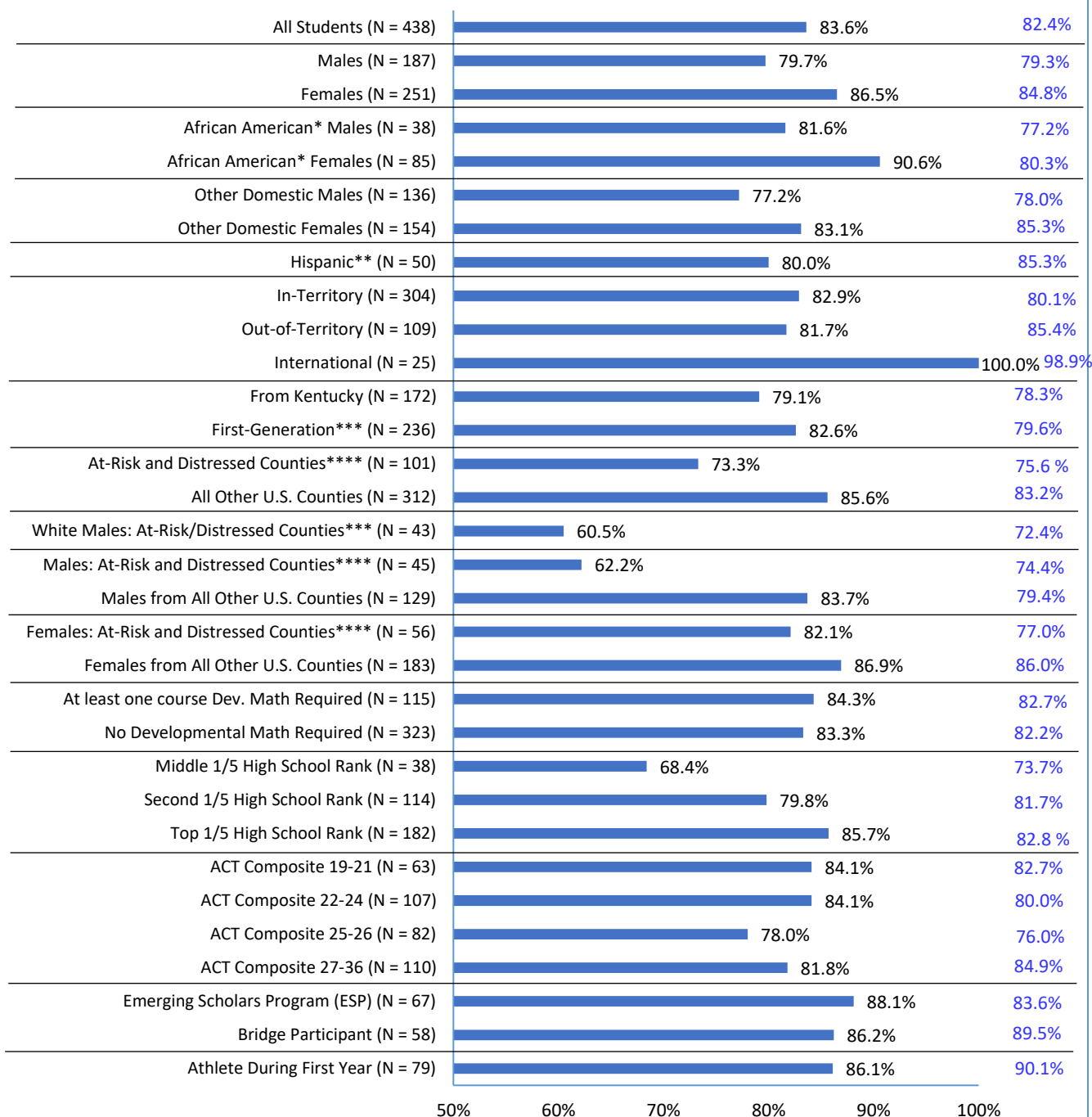
## 12. Most Recent Transfer Institution:

<b>Kentucky Community and Technical College System Institutions (N = 9/54 or 16.7%):</b>	
Ashland Community and Technical College	1
Big Sandy Community and Technical College	0
Bluegrass Community and Technical College	3
Elizabethtown Community and Technical College	0
Gateway Community and Technical College	0
Hazard Community and Technical College	1
Henderson Community College	0
Hopkinsville Community College	0
Jefferson Community and Technical College	0
Madisonville Community College	0
Maysville Community and Technical College	0
Owensboro Community and Technical College	0
Somerset Community College	1
Southcentral Kentucky Community/Technical College	1
Southeast Community and Technical College	2
West Kentucky Community and Technical College	0
<b>Other Kentucky Institutions (N = 10/54 or 18.5%):</b>	
Alice Lloyd College	2
Asbury University	1
Bellarmino University	1
Brescia University	1
Campbellsville University	1
Eastern Kentucky University	1
Morehead State University	1
University of Kentucky	2
<b>Other Transfer Institutions by State/U.S. Territory (N = 35/54 or 64.8%):</b>	
<b>Alabama (N = 2)</b>	<b>Ohio (N = 3)</b>
Coastal Alabama Community College	Cincinnati State Technical and Community College
Northeast Alabam Community College	Sinclair Community College
<b>Arizona (N = 1)</b>	University of Rio Grande
Maricopa Community College	<b>South Carolina (N = 1)</b>
<b>Connecticut (N = 1)</b>	Greenville Technical College
Three Rivers Community College	<b>South Dakota (N = 1)</b>
<b>Florida (N = 1)</b>	Dakota State University
Florida State College at Jacksonville	<b>Tennessee (N = 4)</b>
<b>Georgia (N = 2)</b>	Bryan College
Shorter University	Chattanooga State
Southern Crescent Technical College	Tennessee Wesleyan University
<b>Illinois (N = 1)</b>	Walters State
Illinois Eastern Community College	<b>Vermont (N = 1)</b>
<b>Indiana (N = 2)</b>	Sterling College
Ivy Tech Community College (2)	<b>Virginia (N = 4)</b>
<b>Kansas (N = 1)</b>	Mountain Empire Community College (2)
Highland Community College	New River Community College
<b>Maine (N = 1)</b>	Southwest Virginia Community College
Southern Maine Community College	<b>Washington (N = 1)</b>
<b>Missouri (N = 1)</b>	Green River Community College
Truman State University	<b>West Virginia (N = 1)</b>
<b>Nebraska (N = 1)</b>	Concord University
University of Nebraska - Lincoln	<b>Wyoming (N = 1)</b>
<b>New Jersey (N = 1)</b>	Eastern Wyoming College
Brookdale Community College	
<b>New York (N = 1)</b>	
Erie Community College	
<b>North Carolina (N = 2)</b>	
Nash Community College	
Warren Wilson College	

# Retention

# Retention Highlights

## First-to-Second Year Retention for Fall 2018 First-Year Students (Prior Three-Year Average - 2015, 2016, and 2017 First-Year Students)



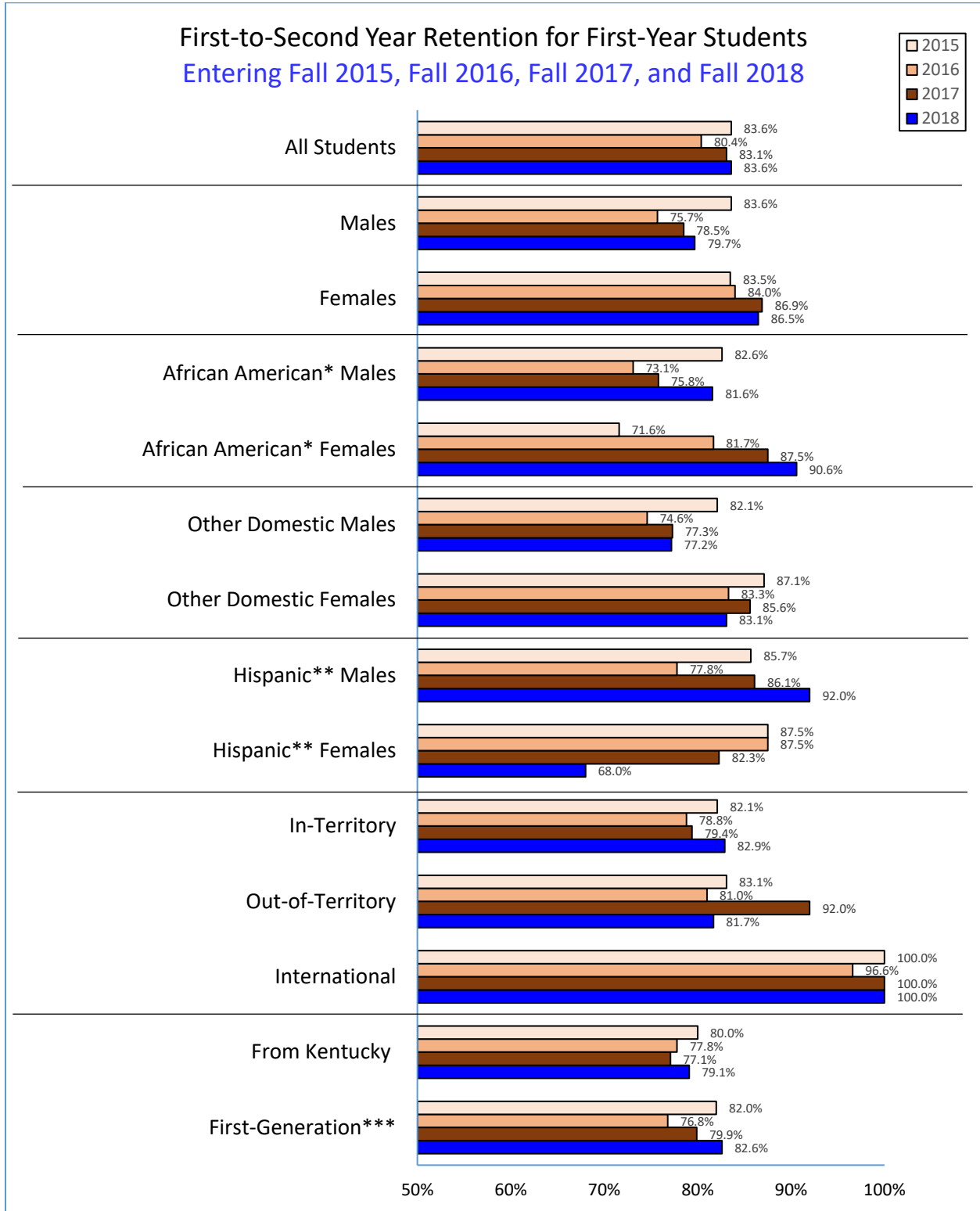
\*Students who identified themselves as "Black or African American" alone or in combination with another race.

\*\*Domestic students who chose "Hispanic or Latino or Spanish Origin" as their ethnicity (regardless of the race they indicated). This does NOT include F-1 International Students.

\*\*\*First Generation is defined as, "neither parent/guardian has completed a college degree."

\*\*\*\*These are designations given to Appalachian counties from the Appalachian Regional Commission. Distressed counties are the most economically depressed counties (worst 10%). At-Risk counties are those at risk of becoming economically distressed (worst 10-25%).

# Four-Year Retention Trends, Page 1 of 2

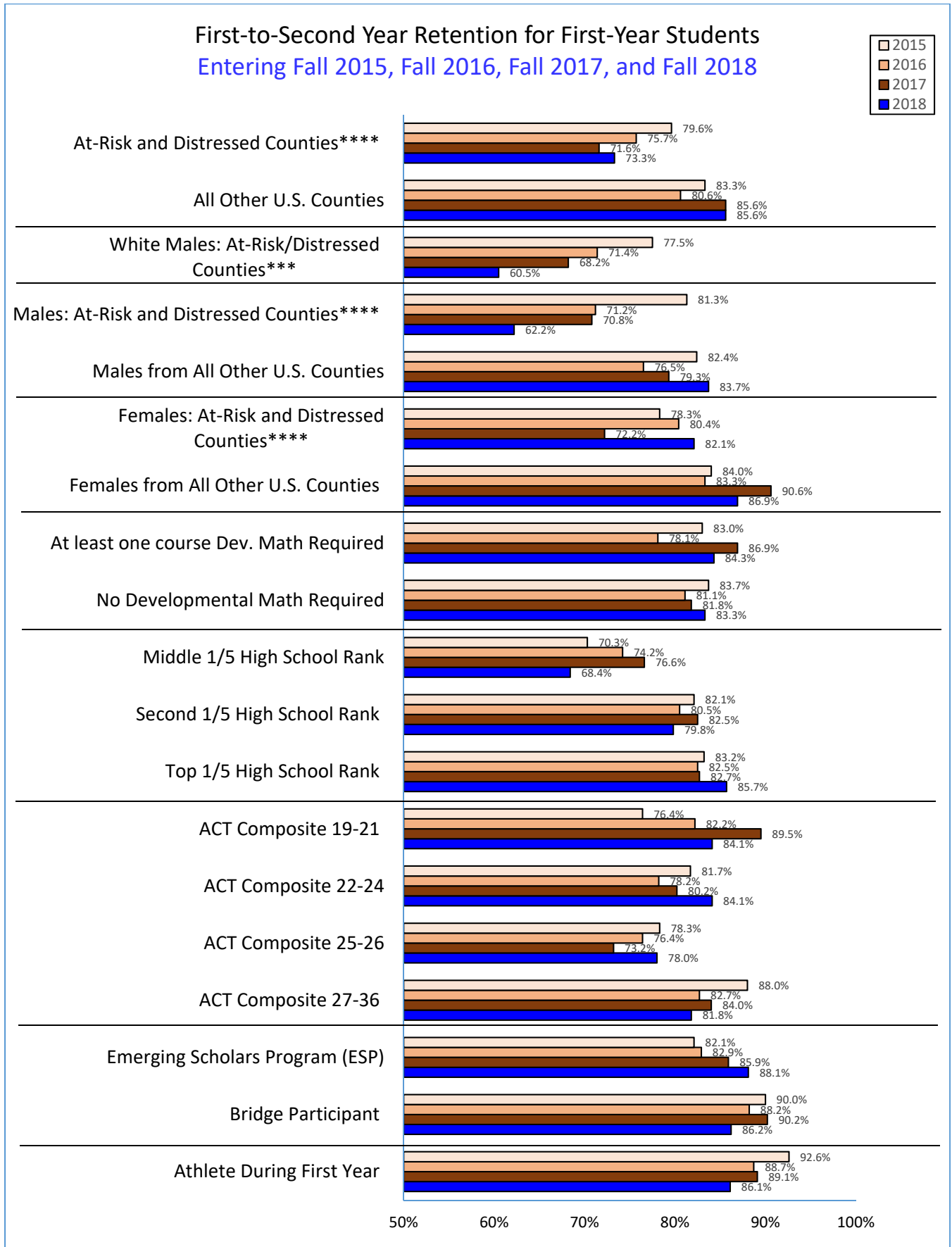


\*Students who identified themselves as "Black or African American" alone or in combination with another race.

\*\*Domestic students who chose "Hispanic or Latino or Spanish Origin" as their ethnicity (regardless of the race they indicated). This does NOT include F-1 International Students.

\*\*\*First Generation is defined as, "neither parent/guardian has completed a college degree."

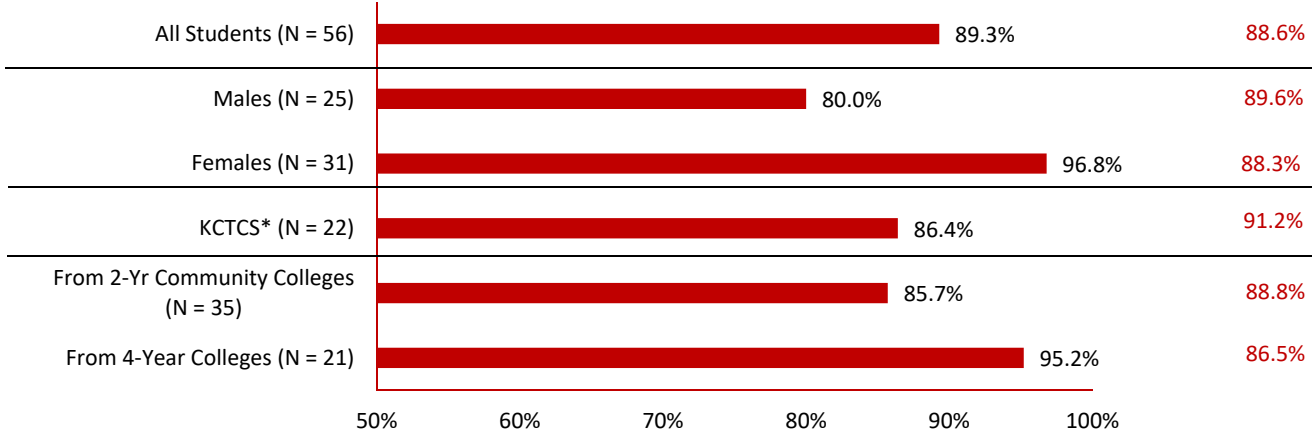
# Four-Year Retention Trends, Page 2 of 2



\*\*\*\*These are designations given to Appalachian counties from the Appalachian Regional Commission. Distressed counties are the most economically depressed counties (worst 10%). At-Risk counties are those at risk of becoming economically distressed (worst 10-25%).

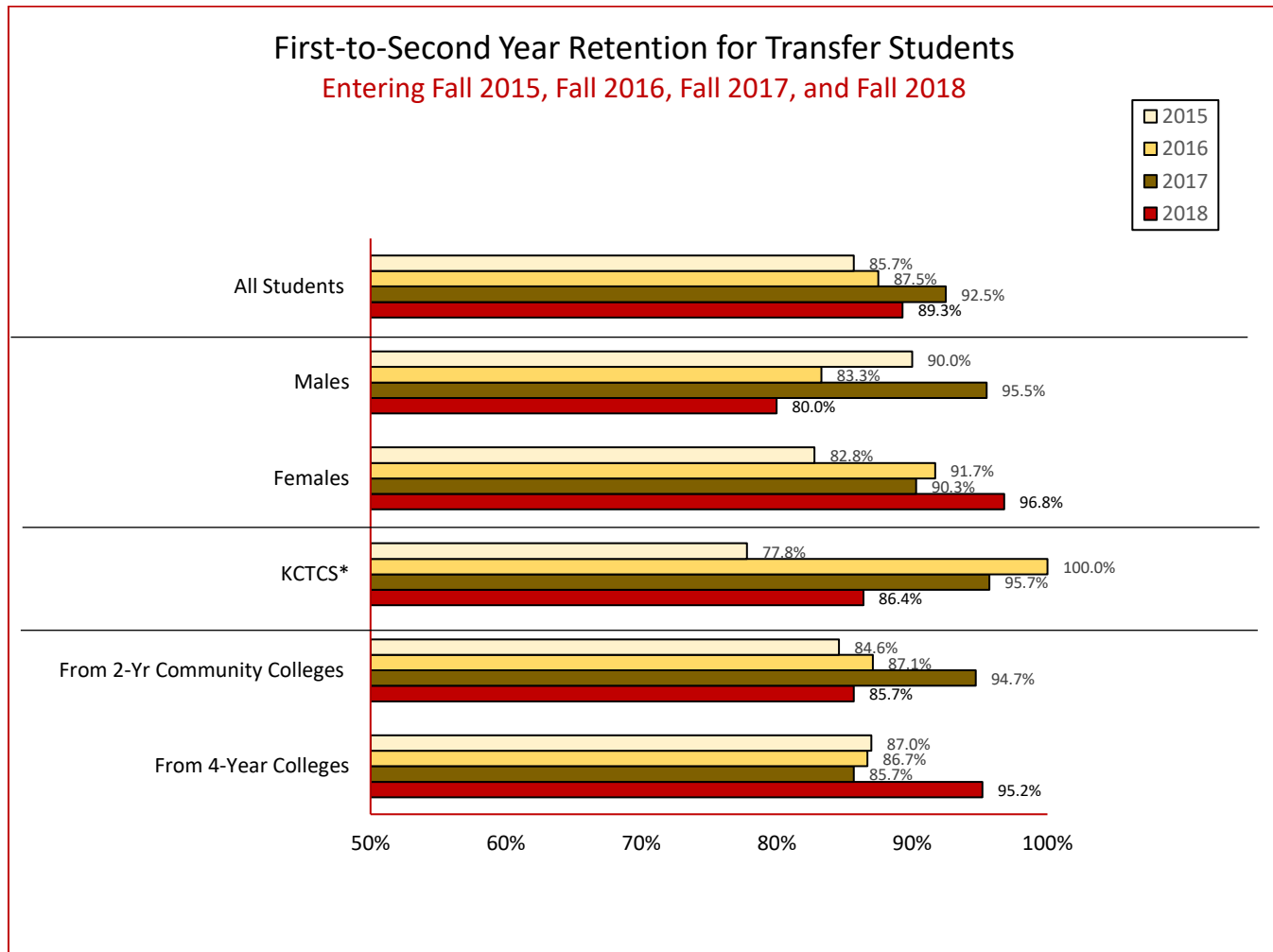


**First-to-Second Year Retention for Fall 2018 Transfer Students**  
(Prior Three-Year Average - 2015, 2016, and 2017 Transfer Students)



\*Students who transferred from the Kentucky Community and Technical College Systems (KCTCS).

# Four-Year Retention Trends



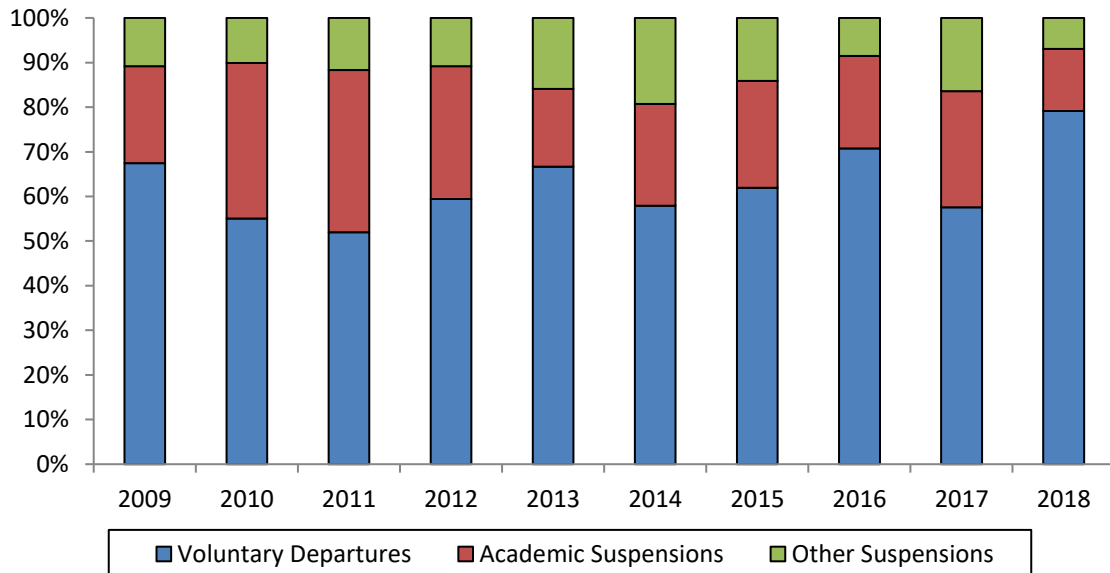
\*Students who transferred from the Kentucky Community and Technical College Systems (KCTCS).

## FIRST-YEAR STUDENT RETENTION/ATTRITION FALL TERMS 2009 - 2018

<u>Year</u>	<u>Number Enrolled</u>	<u>Percent Returned for Second Year</u>	<u>Total Number Withdrawn</u>	<u>Breakdown of Withdrawals</u>		
				<u>Academic Suspensions</u>	<u>Other Suspensions**</u>	<u>Voluntary Departures</u>
2009	392	78.8 %	83	18	9	56
2010	429	79.3	89	31	9	49
2011	417*	81.6	77	28	9	40
2012	391	81.1	74	22	8	44
2013	397	84.1	63	11	10	42
2014	416	86.3	57	13	11	33
2015	432	83.6	71	17	10	44
2016	418	80.4	82	17	7	58
2017	432	83.1	73	19	12	42
2018	438	83.6	72	10	5	57

NOTE: For all years reported above, the percent retained represents both students who re-enrolled the second year as well as those students granted a "leave of absence." Students who do not return from official leaves are not counted as withdrawn until they fail to re-enroll after their leaves.

### PERCENTAGE OF TOTAL WITHDRAWALS ATTRIBUTED TO: ACADEMIC SUSPENSIONS, OTHER SUSPENSIONS\*\*, AND VOLUNTARY DEPARTURES

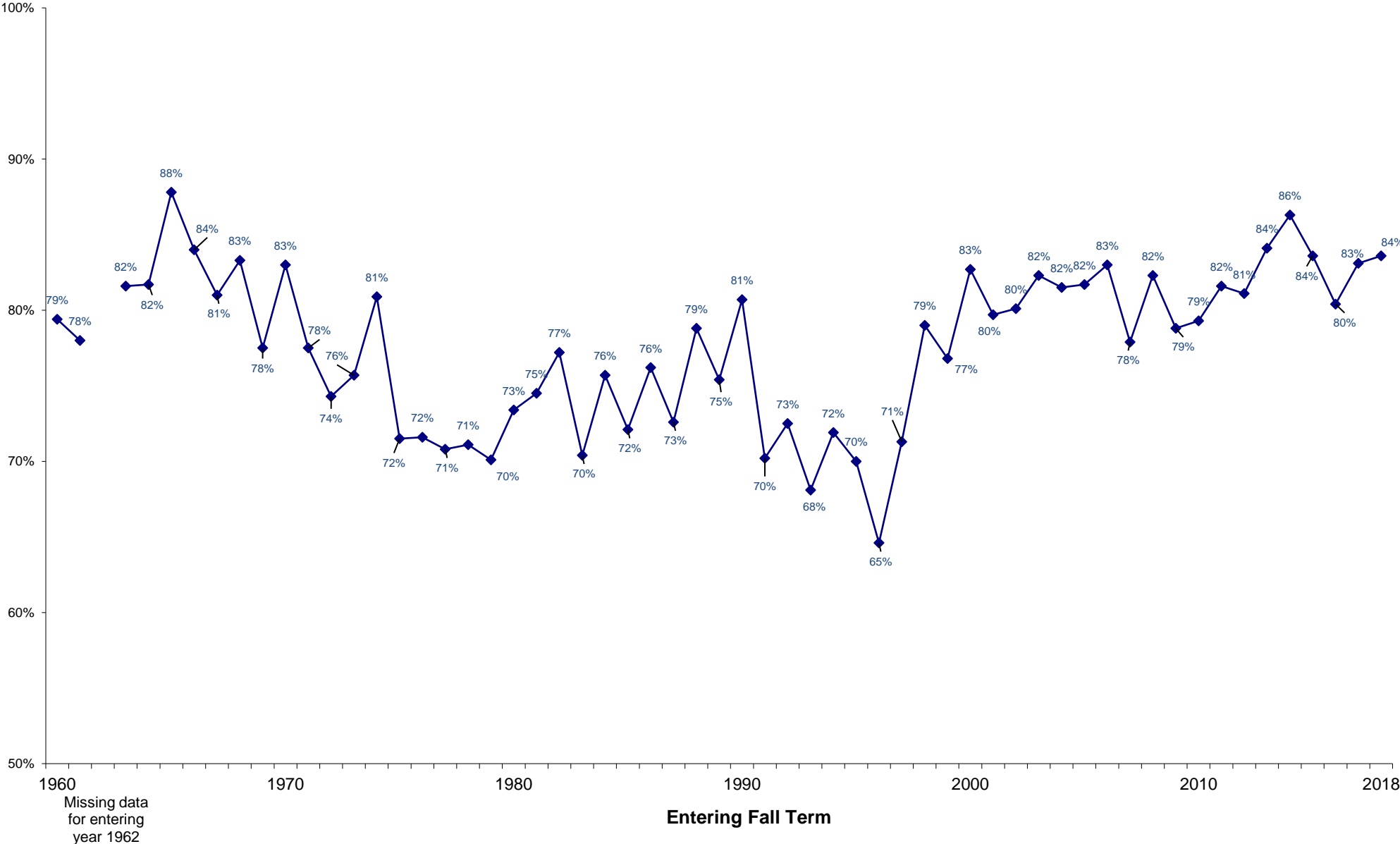


\*Denotes cohort numbers that have been adjusted due to the death of a student. In each case, the number in the cohort has been reduced by one.

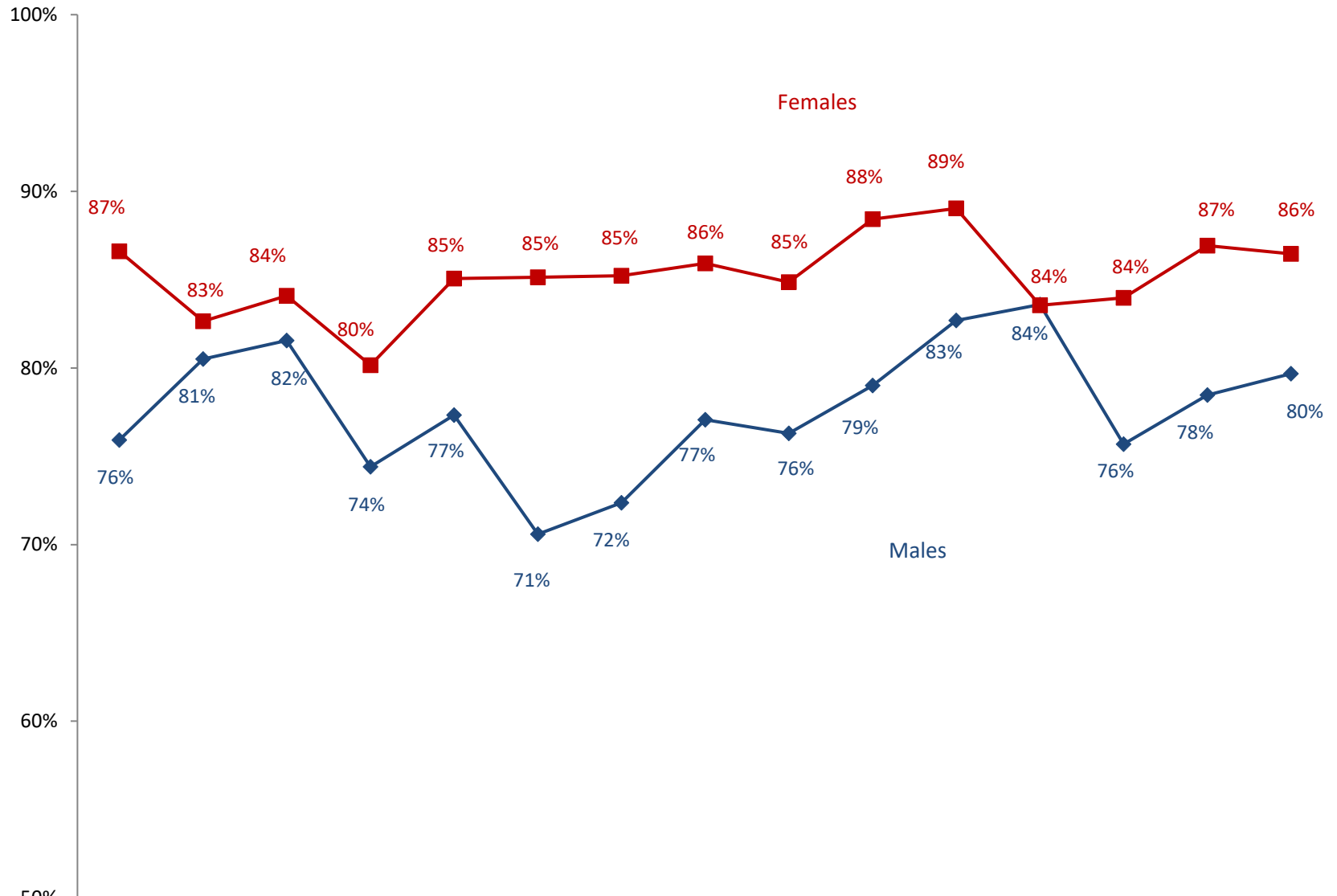
\*\*Includes expulsion, disciplinary, labor, convocation, and administrative dismissals.

Source: Office of Institutional Research and Assessment, September 2019

# FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR STUDENTS

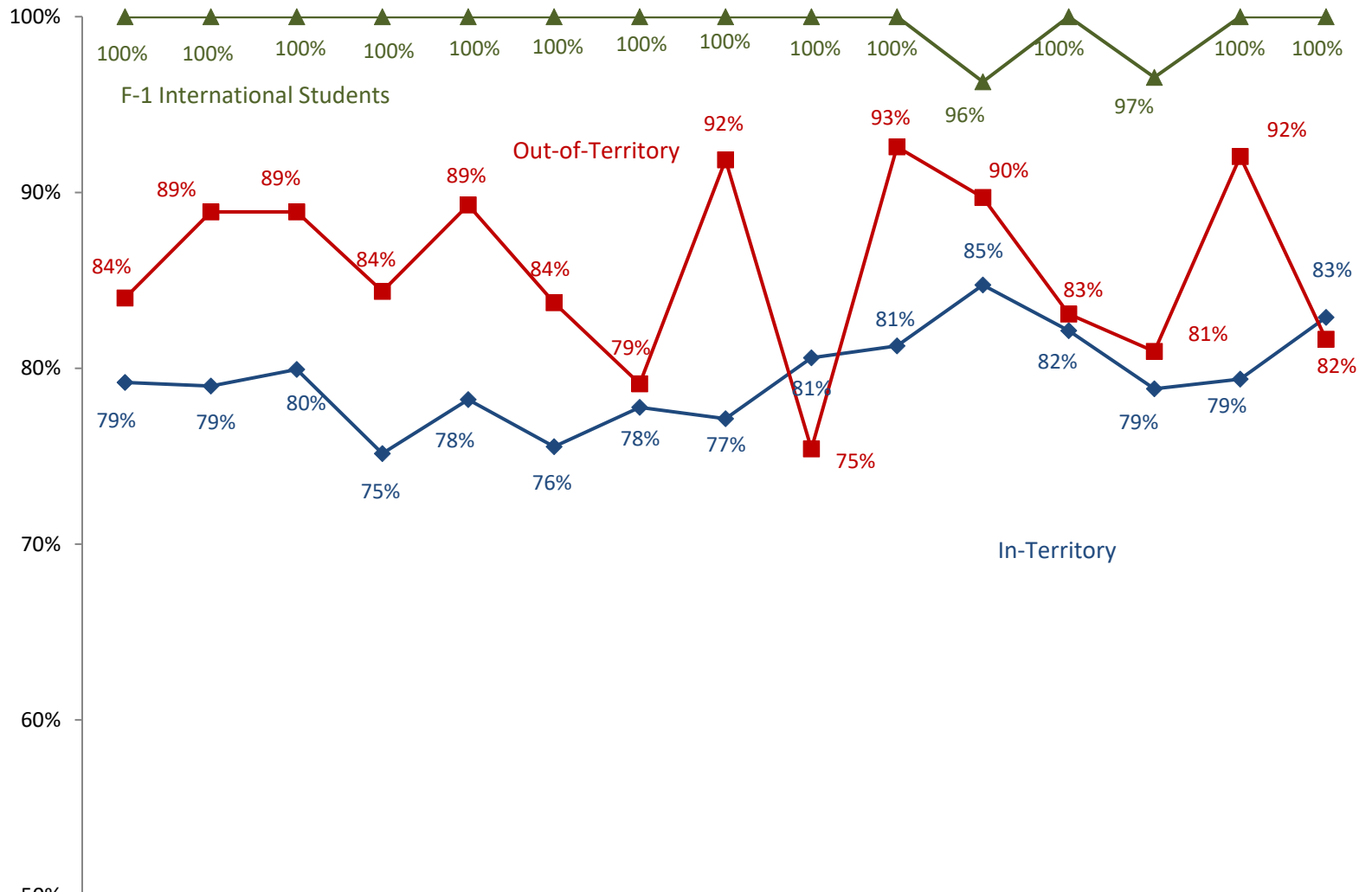


## FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR STUDENTS BY SEX



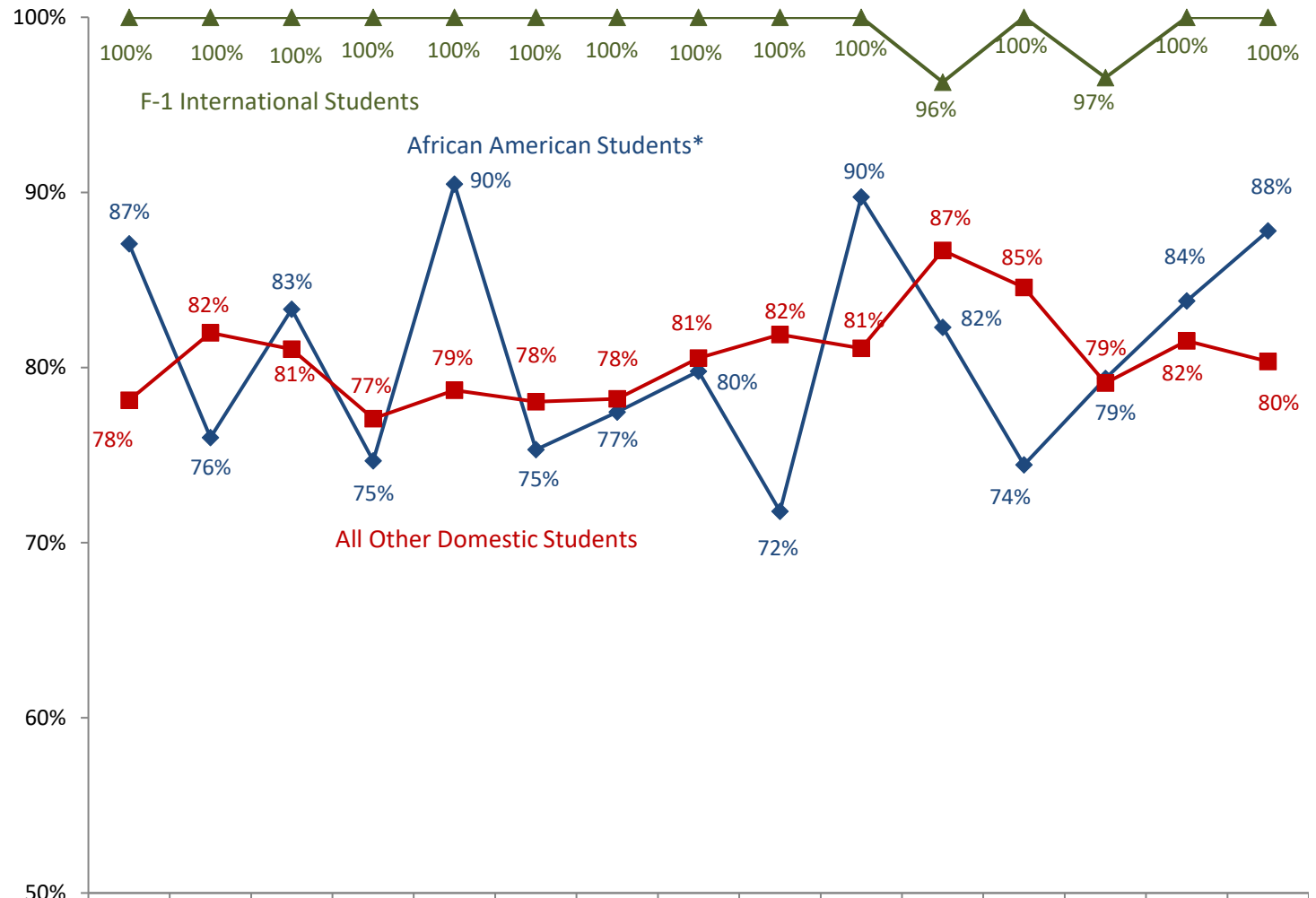
Entering Fall Term	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Males N =	191	159	168	168	172	170	199	205	173	181	179	195	181	195	187
Females N =	209	219	220	252	241	222	230	213	218	216	237	237	237	237	251
◆ Males	75.9%	80.5%	81.5%	74.4%	77.3%	70.6%	72.4%	77.1%	76.3%	79.0%	82.7%	83.6%	75.7%	78.5%	79.7%
■ Females	86.6%	82.6%	84.1%	80.2%	85.1%	85.1%	85.2%	85.9%	84.9%	88.4%	89.0%	83.5%	84.0%	86.9%	86.5%

## FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR STUDENTS BY TERRITORY



Entering Fall Term	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
In-Territory N =	298	295	294	334	303	282	315	306	304	315	321	336	326	320	304
Out-of-Territory N =	75	63	63	64	84	86	91	86	61	54	68	65	63	88	109
F-1 International N =	27	20	31	22	26	24	23	26	26	28	27	31	29	24	25
◆ In-Territory	79.2%	79.0%	79.9%	75.1%	78.2%	75.5%	77.8%	77.1%	80.6%	81.3%	84.7%	82.1%	78.8%	79.4%	82.9%
■ Out-of-Territory	84.0%	88.9%	88.9%	84.4%	89.3%	83.7%	79.1%	91.9%	75.4%	92.6%	89.7%	83.1%	81.0%	92.0%	81.7%
▲ F-1 International	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	96.3%	100.0%	96.6%	100.0%	100.0%

## FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR STUDENTS BY COHORT TYPE

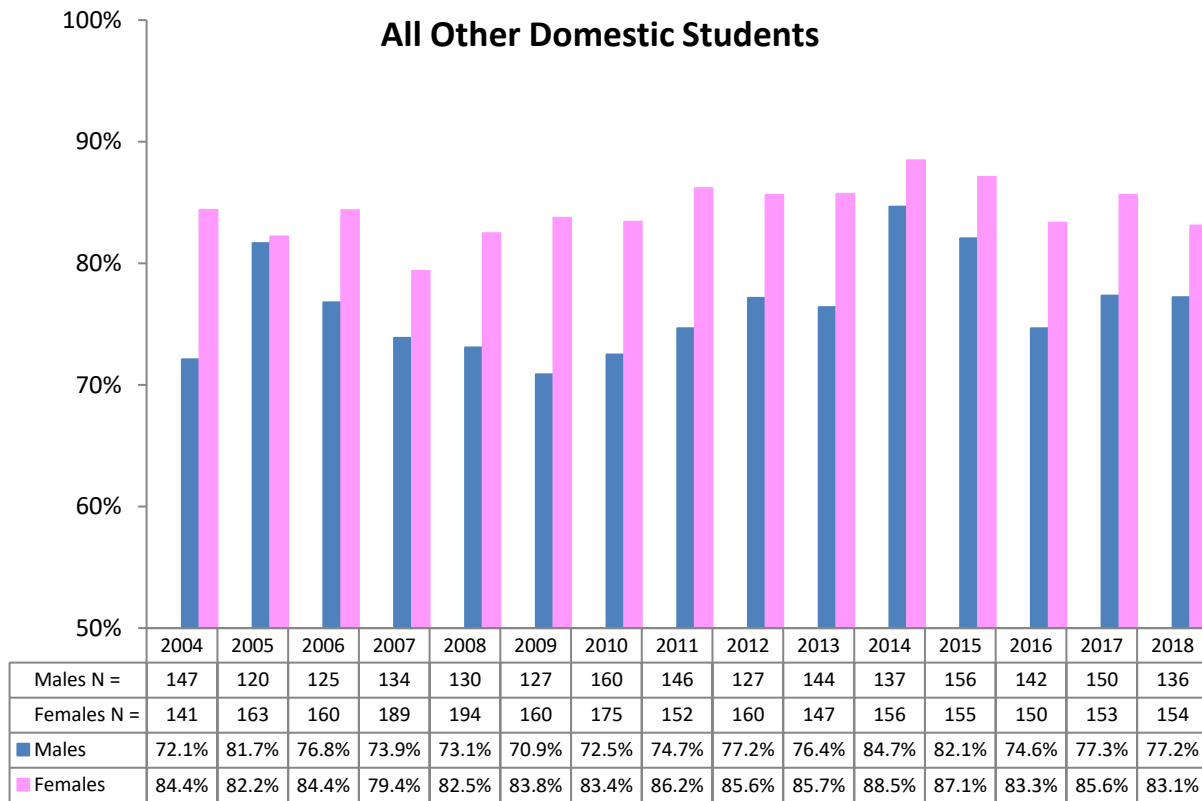
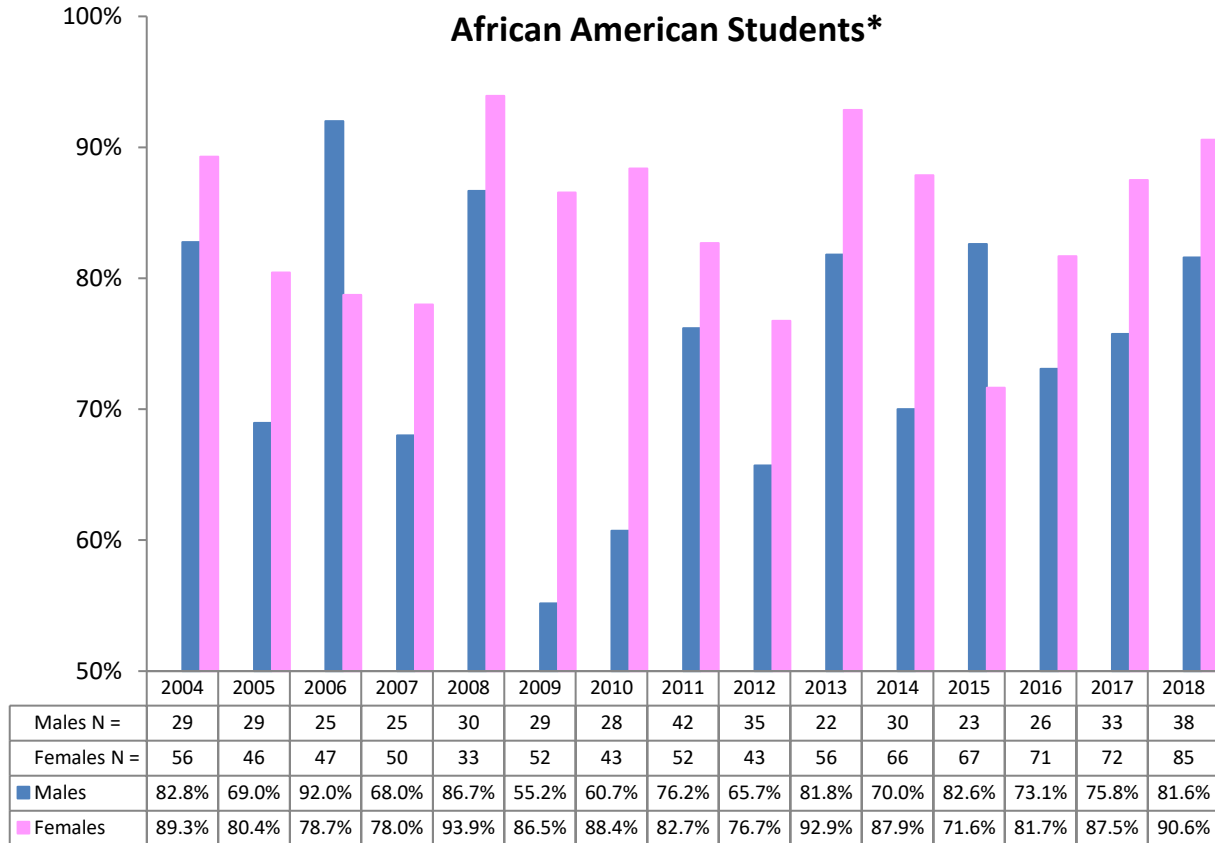


Entering Fall Term	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
African American Students* N =	85	75	72	75	63	81	71	94	78	78	96	90	97	105	123
All Other Domestic Students N =	288	283	285	323	324	287	335	298	287	291	293	311	292	303	290
F-1 International Students N =	27	20	31	22	26	24	23	26	26	28	27	31	29	24	25
◆ African American Students*	87.1%	76.0%	83.3%	74.7%	90.5%	75.3%	77.5%	79.8%	71.8%	89.7%	82.3%	74.4%	79.4%	83.8%	87.8%
■ All Other Domestic Students	78.1%	82.0%	81.1%	77.1%	78.7%	78.0%	78.2%	80.5%	81.9%	81.1%	86.7%	84.6%	79.1%	81.5%	80.3%
▲ F-1 International Students	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	96.3%	100.0%	96.6%	100.0%	100.0%

\*Students who identified themselves as "Black or African American" alone or in combination with another race.

Source: Office of Institutional Research and Assessment, September 2019

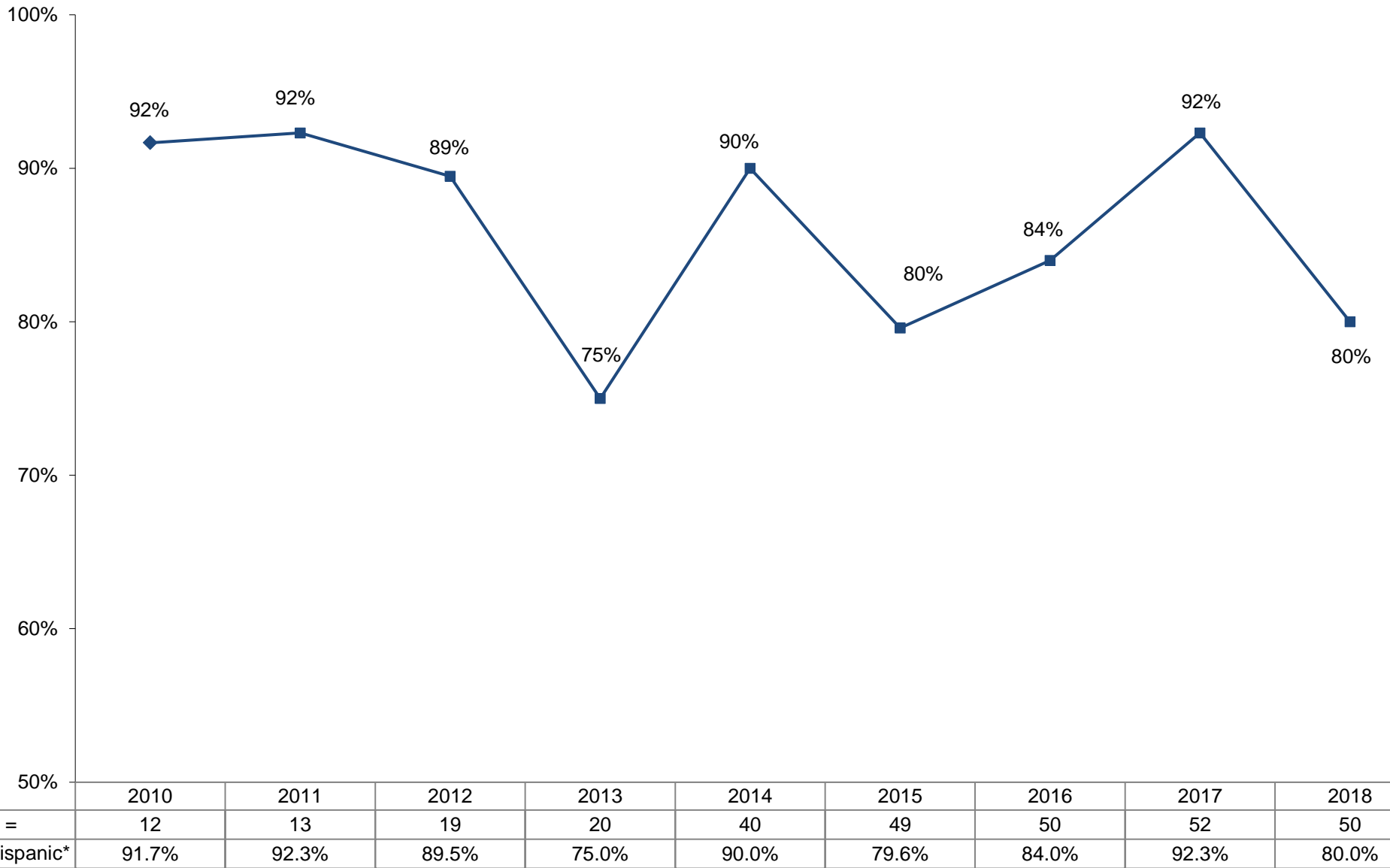
**FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR STUDENTS  
BY COHORT TYPE BY SEX**



\*Based on students who identified themselves as "Black or African American" alone or in combination with another race.

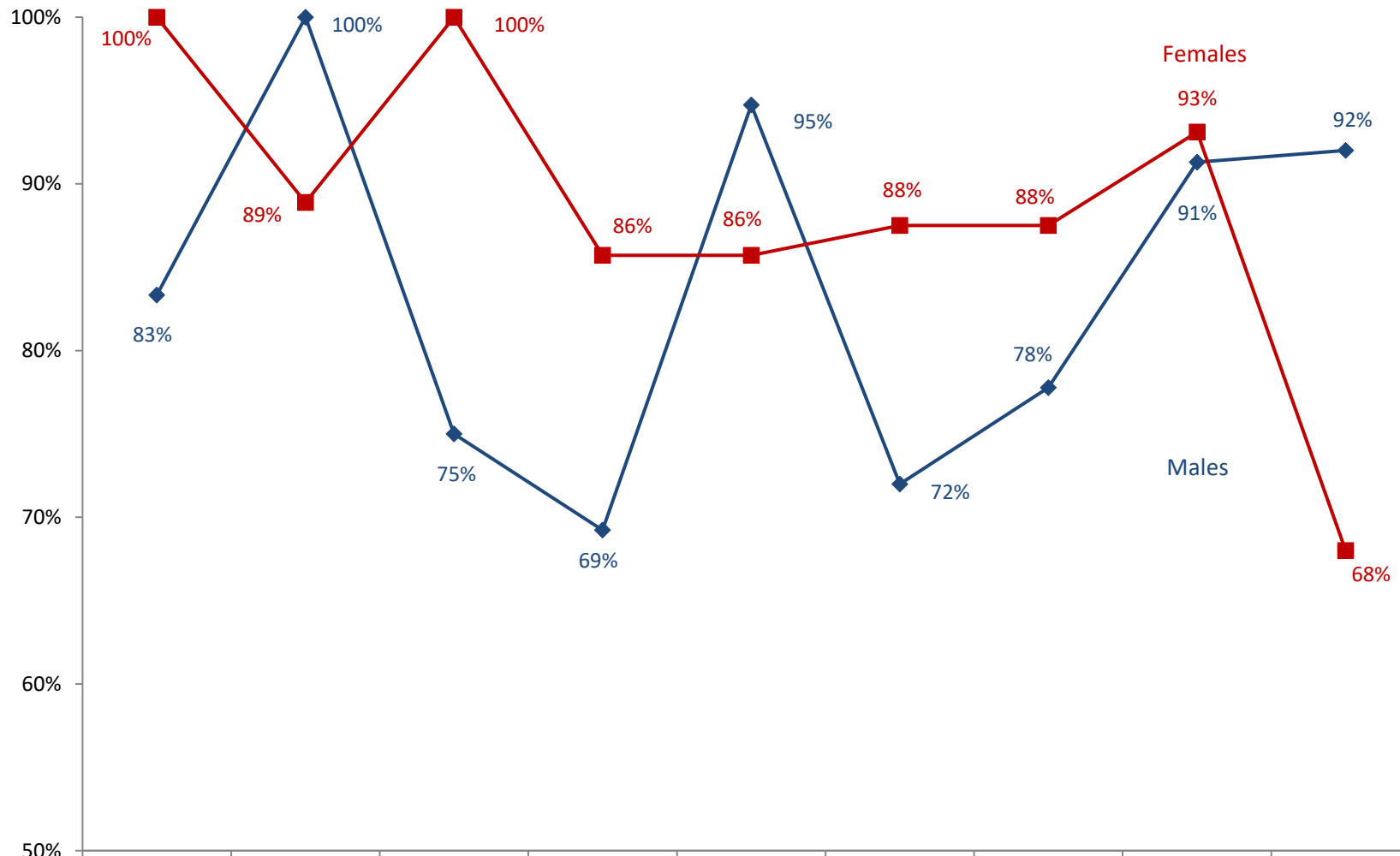


## FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR **HISPANIC\*** STUDENTS



\*Domestic students who chose "Hispanic or Latino or Spanish Origin" as their ethnicity (regardless of the race they indicated). This does NOT include F-1 International students.

## FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR HISPANIC\* STUDENTS BY SEX

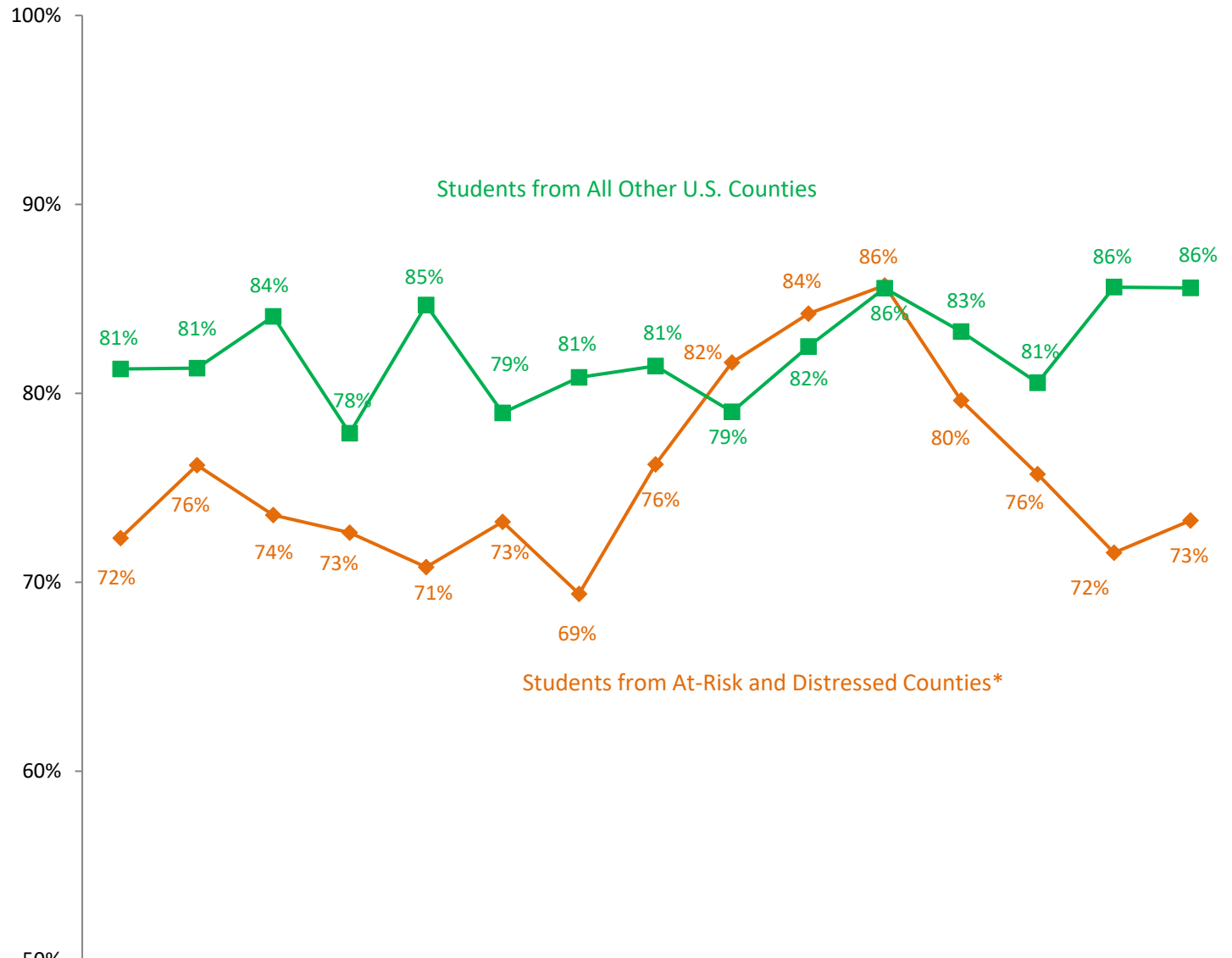


Entering Fall Term	2010	2011	2012	2013	2014	2015	2016	2017	2018
Males N =	6	4	8	13	19	25	18	23	25
Females N =	6	9	11	7	21	24	32	29	25
◆ Males	83.3%	100.0%	75.0%	69.2%	94.7%	72.0%	77.8%	91.3%	92.0%
■ Females	100.0%	88.9%	100.0%	85.7%	85.7%	87.5%	87.5%	93.1%	68.0%

\*Domestic students who chose "Hispanic or Latino or Spanish Origin" as their ethnicity (regardless of the race they indicated). This does NOT include F-1 International students.

## FIRST-TO-SECOND YEAR RETENTION FOR DOMESTIC FIRST-YEAR STUDENTS FROM AT-RISK\* AND DISTRESSED APPALACHIAN COUNTIES VERSUS ALL OTHER U.S. COUNTIES

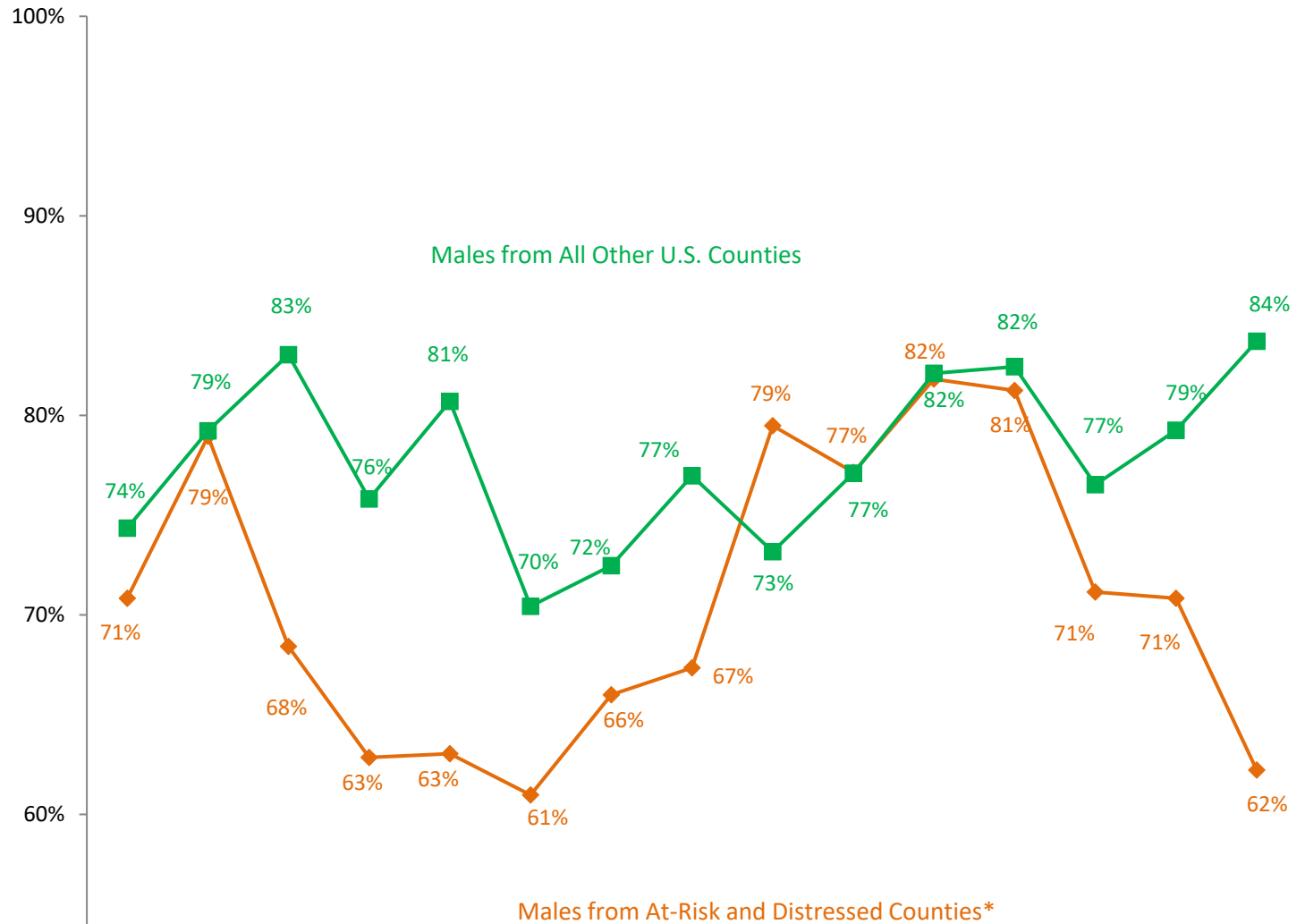
\*These are designations given to Appalachian counties from the Appalachian Regional Commission. Distressed counties are the most economically depressed counties. They rank in the worst 10% of the nation's counties. At-Risk counties are those at risk of becoming economically distressed. They rank between the worst 10-25% of the nation's counties. The county designation, "At-Risk," was added to the Appalachian Regional Commission's designations in Fiscal Year 2006.



Entering Fall Term	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
At-Risk and Distressed Counties* N =	47	42	87	95	113	97	98	101	98	95	98	108	103	102	101
All Other U.S. Counties N =	326	316	270	303	274	271	308	291	267	274	291	293	283	306	312
At-Risk and Distressed Counties*	72.3%	76.2%	73.6%	72.6%	70.8%	73.2%	69.4%	76.2%	81.6%	84.2%	85.7%	79.6%	75.7%	71.6%	73.3%
All Other U.S. Counties	81.3%	81.3%	84.1%	77.9%	84.7%	79.0%	80.8%	81.4%	79.0%	82.5%	85.6%	83.3%	80.6%	85.6%	85.6%

## FIRST-TO-SECOND YEAR RETENTION FOR DOMESTIC FIRST-YEAR MALES FROM AT-RISK\* AND DISTRESSED APPALACHIAN COUNTIES VERSUS ALL OTHER U.S. COUNTIES

\*These are designations given to Appalachian counties from the Appalachian Regional Commission. Distressed counties are the most economically depressed counties. They rank in the worst 10% of the nation's counties. At-Risk counties are those at risk of becoming economically distressed. They rank between the worst 10-25% of the nation's counties. The county designation, "At-Risk," was added to the Appalachian Regional Commission's designations in Fiscal Year 2006.

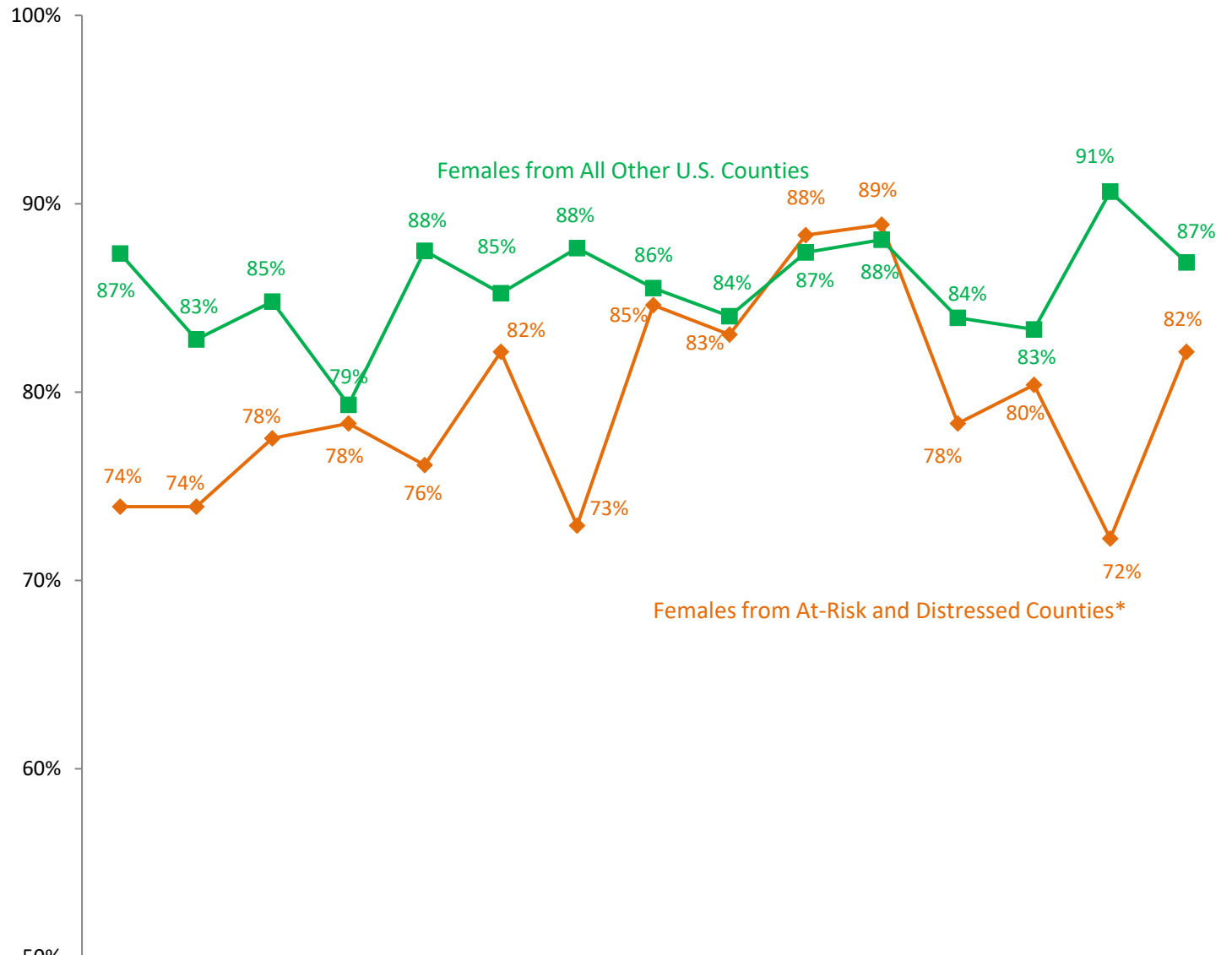


Entering Fall Term

Entering Fall Term	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
At-Risk and Distressed Counties* N =	24	19	38	35	46	41	50	49	39	35	44	48	52	48	45
All Other U.S. Counties N =	152	130	112	124	114	115	138	139	123	131	123	131	115	135	129
At-Risk and Distressed Counties*	70.8%	78.9%	68.4%	62.9%	63.0%	61.0%	66.0%	67.3%	79.5%	77.1%	81.8%	81.3%	71.2%	70.8%	62.2%
All Other U.S. Counties	74.3%	79.2%	83.0%	75.8%	80.7%	70.4%	72.5%	77.0%	73.2%	77.1%	82.1%	82.4%	76.5%	79.3%	83.7%

## FIRST-TO-SECOND YEAR RETENTION FOR DOMESTIC FIRST-YEAR FEMALES FROM AT-RISK\* AND DISTRESSED APPALACHIAN COUNTIES VERSUS ALL OTHER U.S. COUNTIES

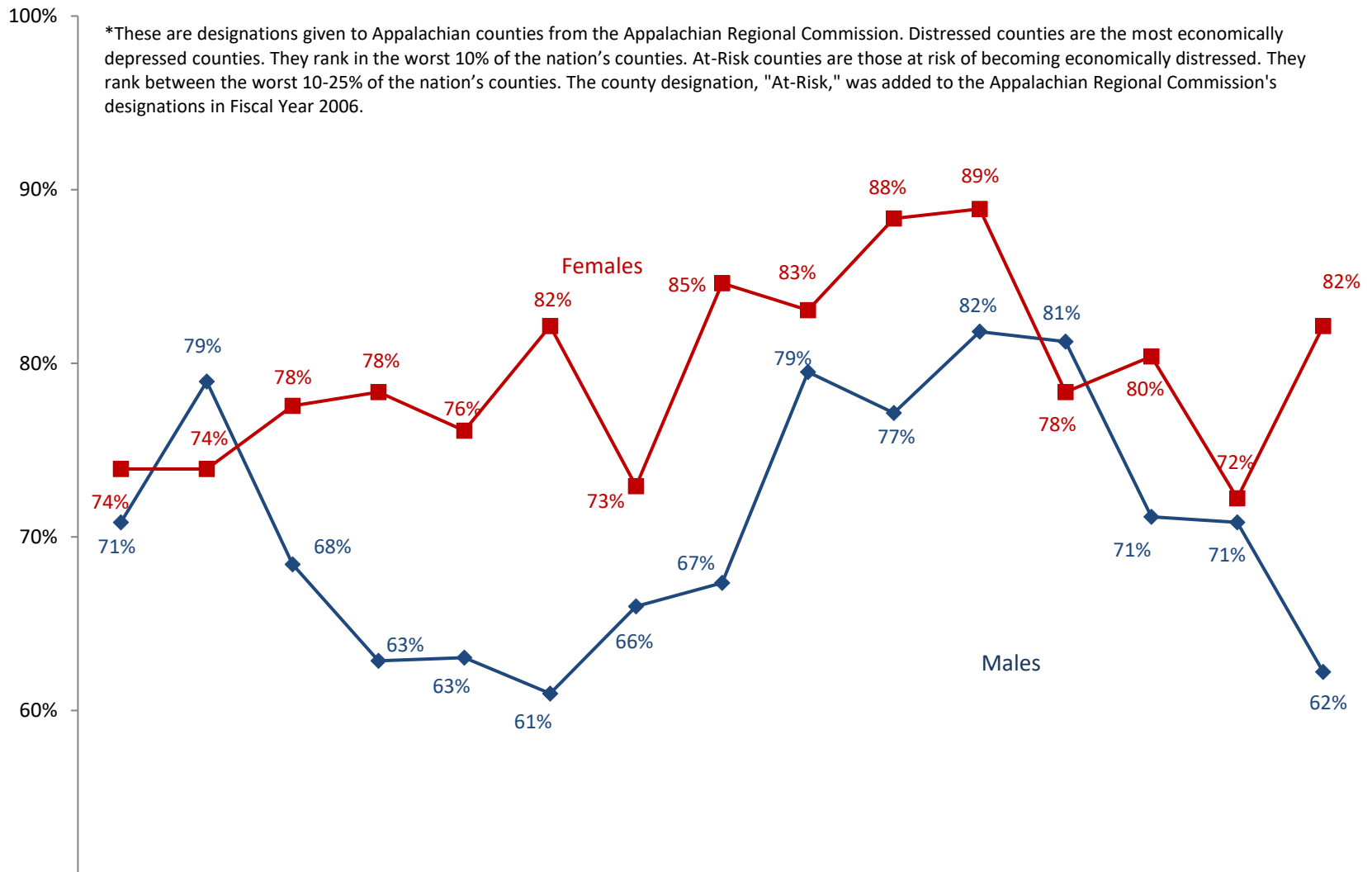
\*These are designations given to Appalachian counties from the Appalachian Regional Commission. Distressed counties are the most economically depressed counties. They rank in the worst 10% of the nation's counties. At-Risk counties are those at risk of becoming economically distressed. They rank between the worst 10-25% of the nation's counties. The county designation, "At-Risk," was added to the Appalachian Regional Commission's designations in Fiscal Year 2006.



Entering Fall Term

Entering Fall Term	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
At-Risk and Distressed Counties* N =	23	23	49	60	67	56	48	52	59	60	54	60	51	54	56
All Other U.S. Counties N =	174	186	158	179	160	156	170	152	144	143	168	162	168	171	183
At-Risk and Distressed* Counties	73.9%	73.9%	77.6%	78.3%	76.1%	82.1%	72.9%	84.6%	83.1%	88.3%	88.9%	78.3%	80.4%	72.2%	82.1%
All Other U.S. Counties	87.4%	82.8%	84.8%	79.3%	87.5%	85.3%	87.6%	85.5%	84.0%	87.4%	88.1%	84.0%	83.3%	90.6%	86.9%

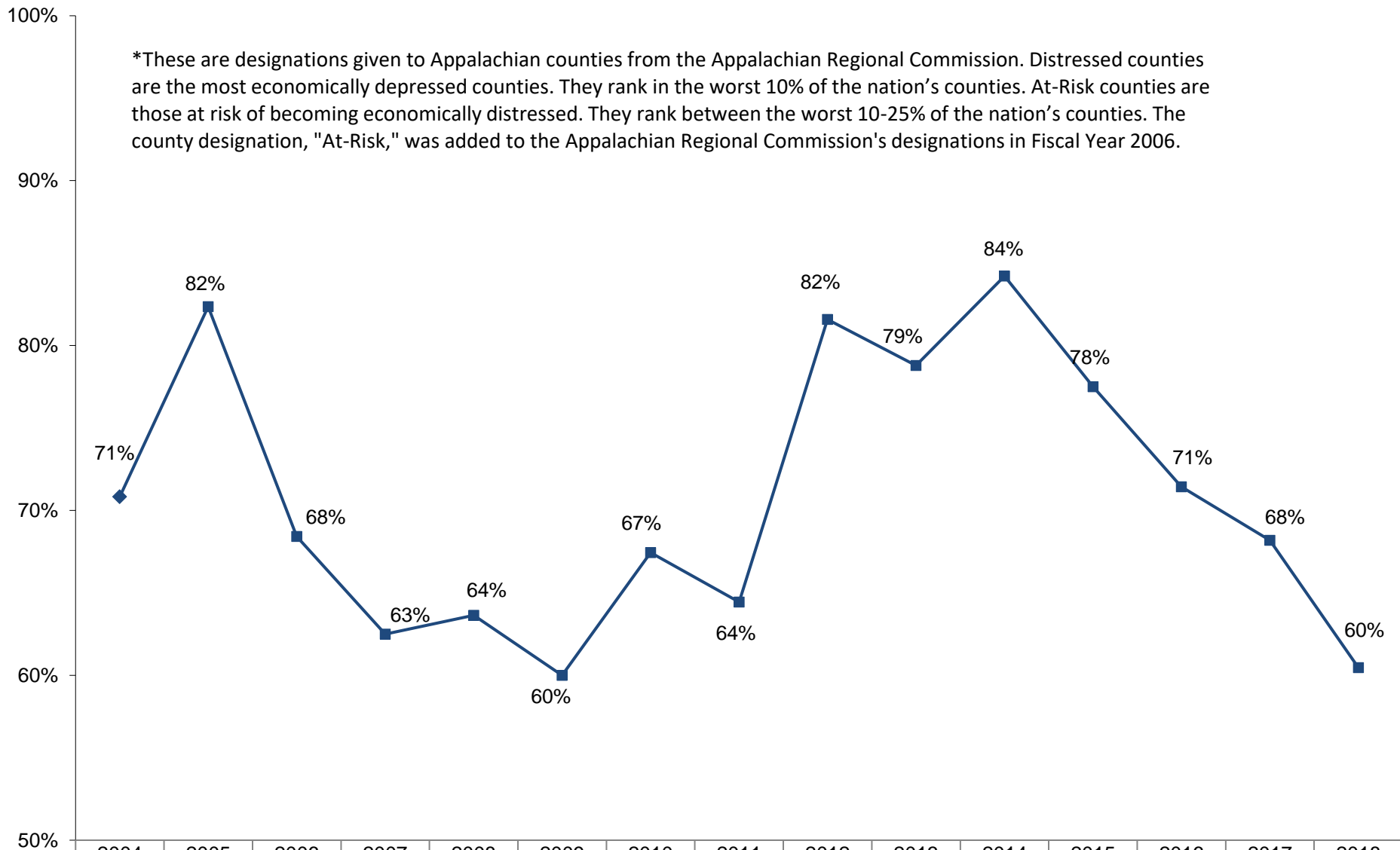
## FIRST-TO-SECOND YEAR RETENTION FOR DOMESTIC FIRST-YEAR STUDENTS FROM AT-RISK AND DISTRESSED APPALACHIAN COUNTIES\* BY SEX



Entering Fall Term	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Males N =	24	19	38	35	46	41	50	49	39	35	44	48	52	48	45
Females N =	23	23	49	60	67	56	48	52	59	60	54	60	51	54	56
◆ Males	70.8%	78.9%	68.4%	62.9%	63.0%	61.0%	66.0%	67.3%	79.5%	77.1%	81.8%	81.3%	71.2%	70.8%	62.2%
■ Females	73.9%	73.9%	77.6%	78.3%	76.1%	82.1%	72.9%	84.6%	83.1%	88.3%	88.9%	78.3%	80.4%	72.2%	82.1%

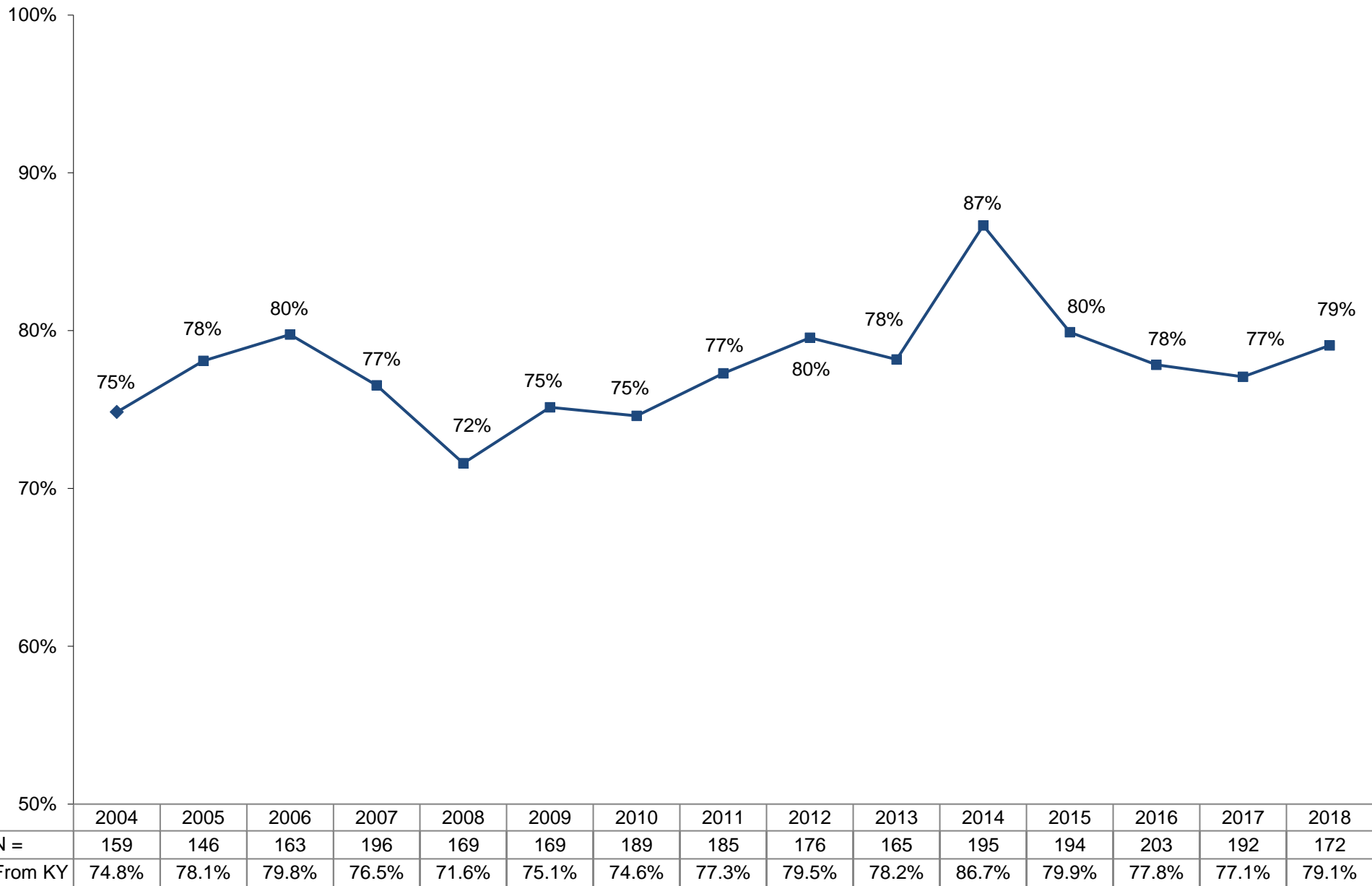
## FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR WHITE MALES FROM AT-RISK AND DISTRESSED APPALACHIAN COUNTIES\*

\*These are designations given to Appalachian counties from the Appalachian Regional Commission. Distressed counties are the most economically depressed counties. They rank in the worst 10% of the nation's counties. At-Risk counties are those at risk of becoming economically distressed. They rank between the worst 10-25% of the nation's counties. The county designation, "At-Risk," was added to the Appalachian Regional Commission's designations in Fiscal Year 2006.



	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
N =	24	17	38	32	44	40	43	45	38	33	38	40	49	44	43
■ White Males	70.8%	82.4%	68.4%	62.5%	63.6%	60.0%	67.4%	64.4%	81.6%	78.8%	84.2%	77.5%	71.4%	68.2%	60.5%

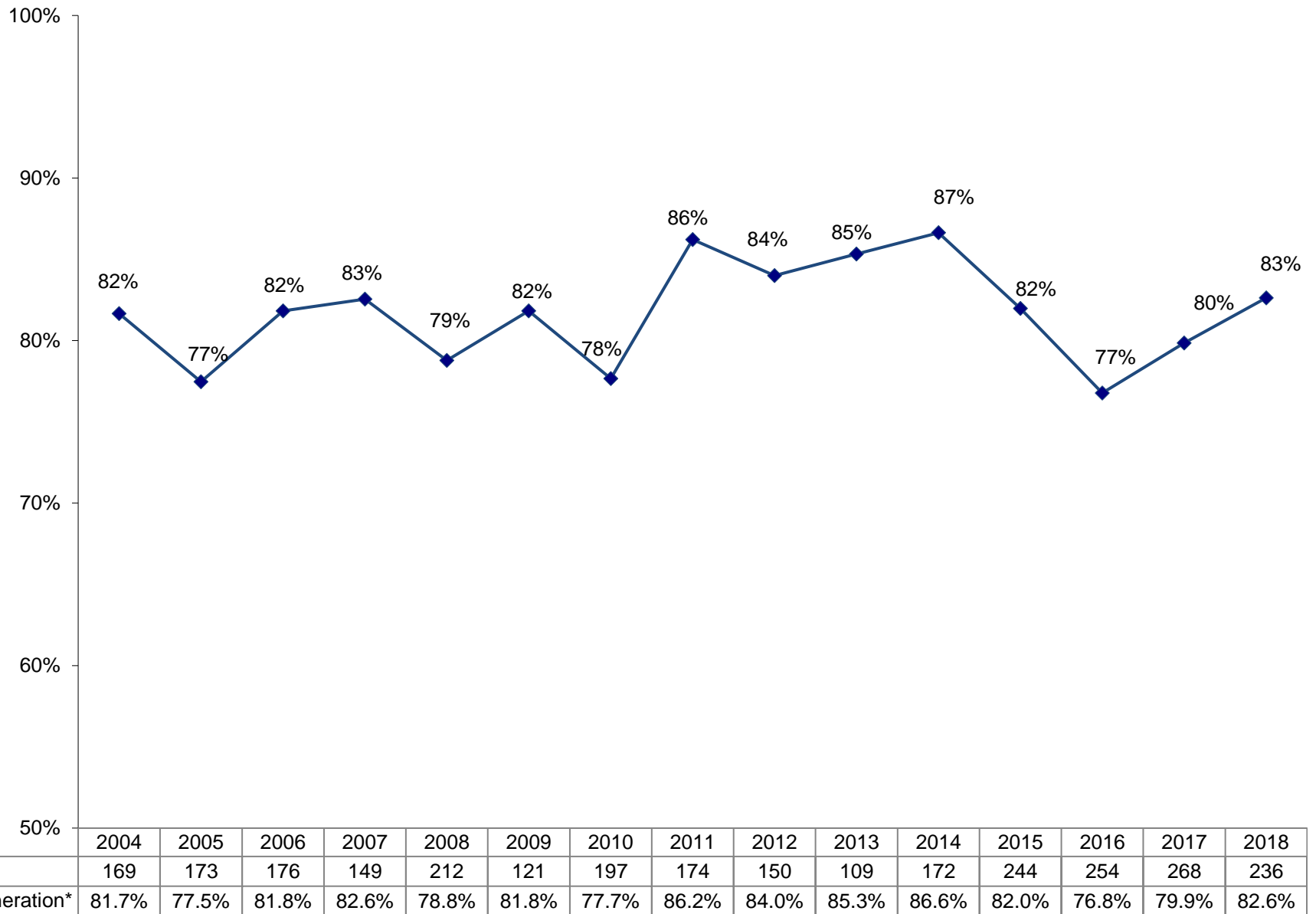
## FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR **KENTUCKY** STUDENTS





## FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR **FIRST-GENERATION\*** STUDENTS

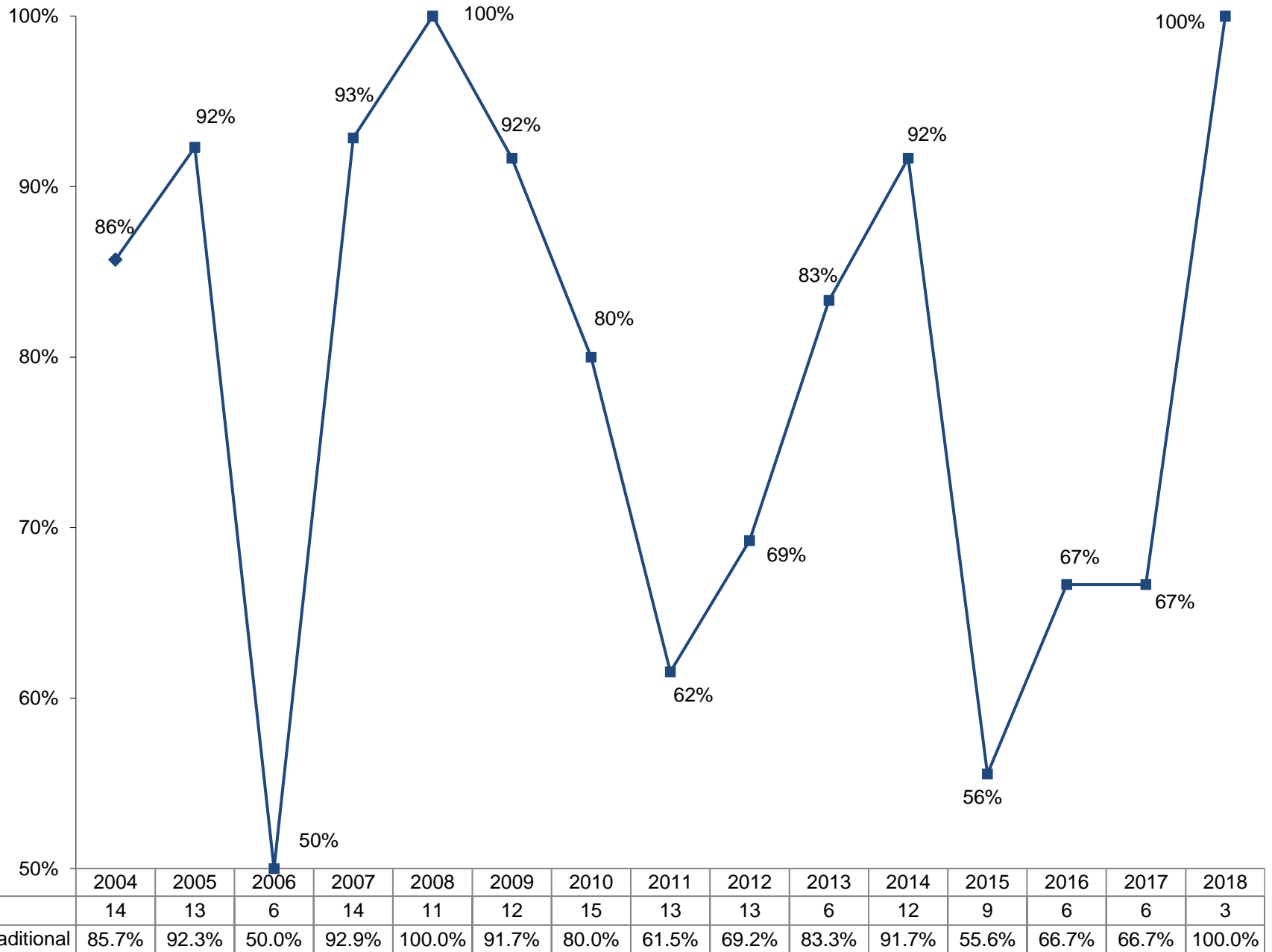
\*First Generation is a student who indicated on their Admissions Application, the FAFSA (Free Application for Federal Student Aid), or the Entering Student Survey that neither parent/guardian has received a college degree.



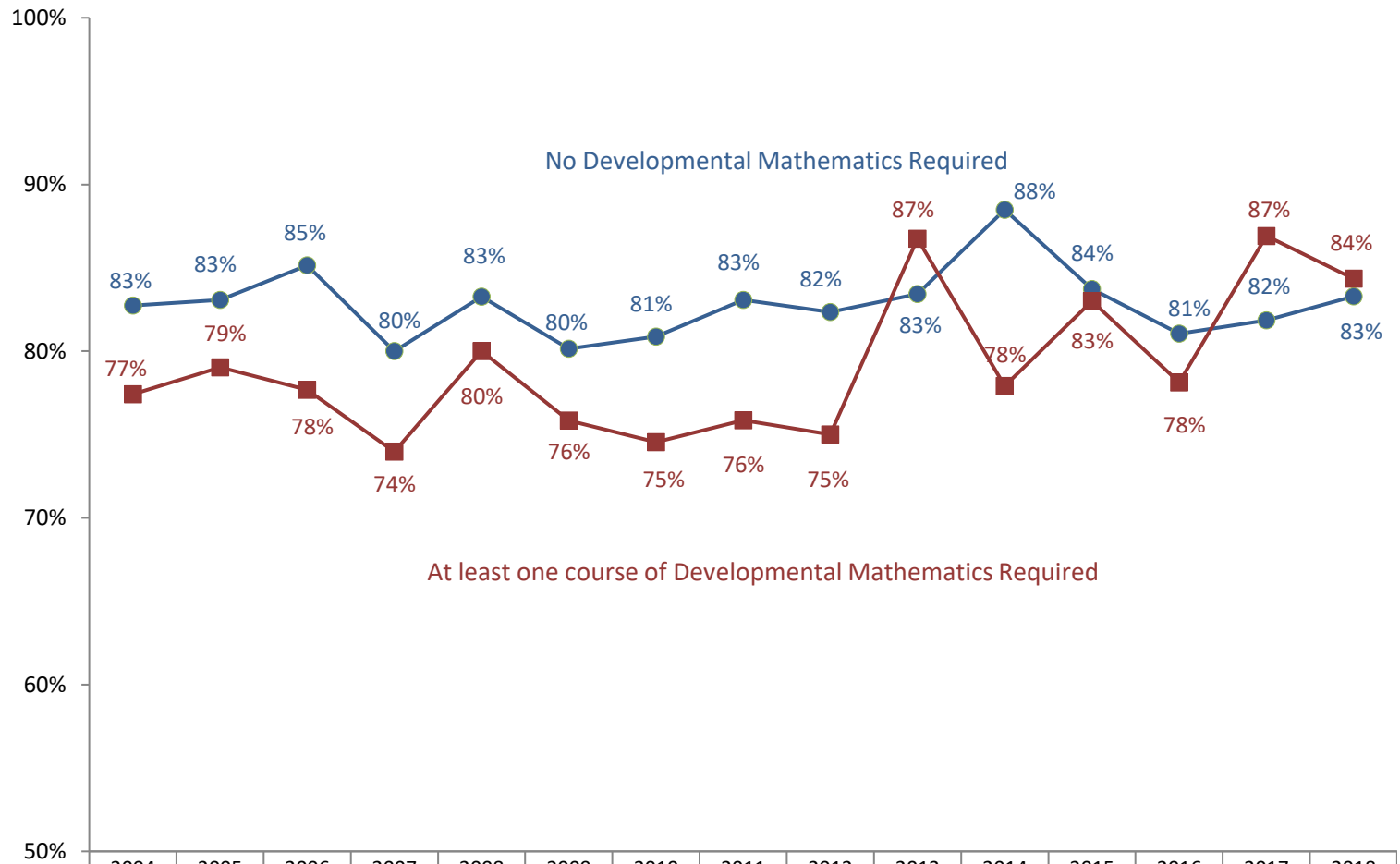
	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
N =	169	173	176	149	212	121	197	174	150	109	172	244	254	268	236
◆ First Generation*	81.7%	77.5%	81.8%	82.6%	78.8%	81.8%	77.7%	86.2%	84.0%	85.3%	86.6%	82.0%	76.8%	79.9%	82.6%

## FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR **NON-TRADITIONAL\*** STUDENTS

**\*For this chart, non-traditional status was determined at time of entry.** A non-traditional student is defined as being 24 years of age or older and/or married and/or has a child/children/legal dependent. Domestic students complete the FAFSA (Free Application for Federal Student Aid) which verifies this status. International students are not included in this chart.



## FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR STUDENTS BY DEVELOPMENTAL MATHEMATICS REQUIREMENTS

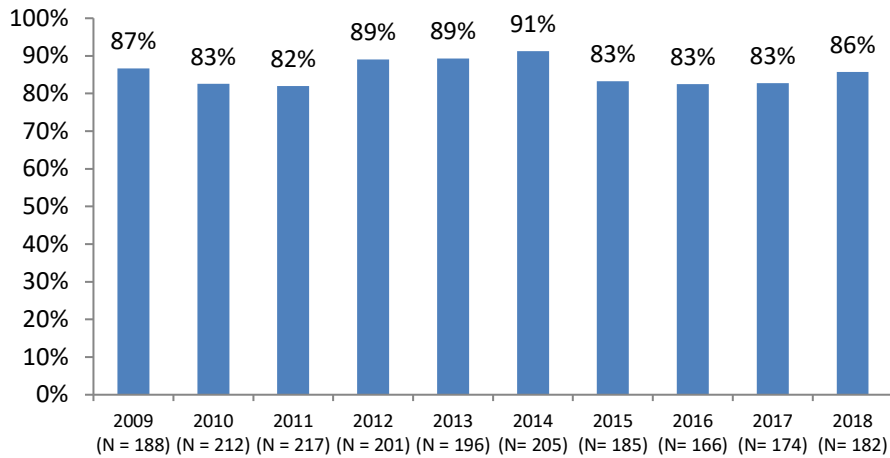


	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
No Developmental Mathematics Required N =	307	254	276	275	293	272	319	331	323	314	330	332	322	325	323
At least one course of Developmental Mathematics Required N =	93	124	112	146	120	120	110	87	68	83	86	100	96	107	115
● No Developmental Math Required	82.7%	83.1%	85.1%	80.0%	83.3%	80.1%	80.9%	83.1%	82.4%	83.4%	88.5%	83.7%	81.1%	81.8%	83.3%
■ At least one course of Developmental Math Required	77.4%	79.0%	77.7%	74.0%	80.0%	75.8%	74.5%	75.9%	75.0%	86.7%	77.9%	83.0%	78.1%	86.9%	84.3%

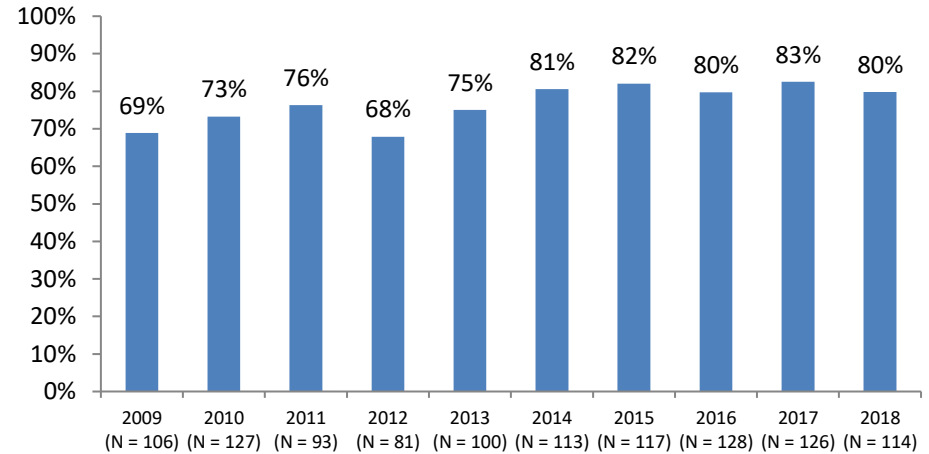
NOTE: In 2005, the cut-off for waiving Developmental Mathematics was raised by one ACT point (from 19 to 20).

**FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR STUDENTS  
BY HIGH SCHOOL RANK IN CLASS CATEGORIES**

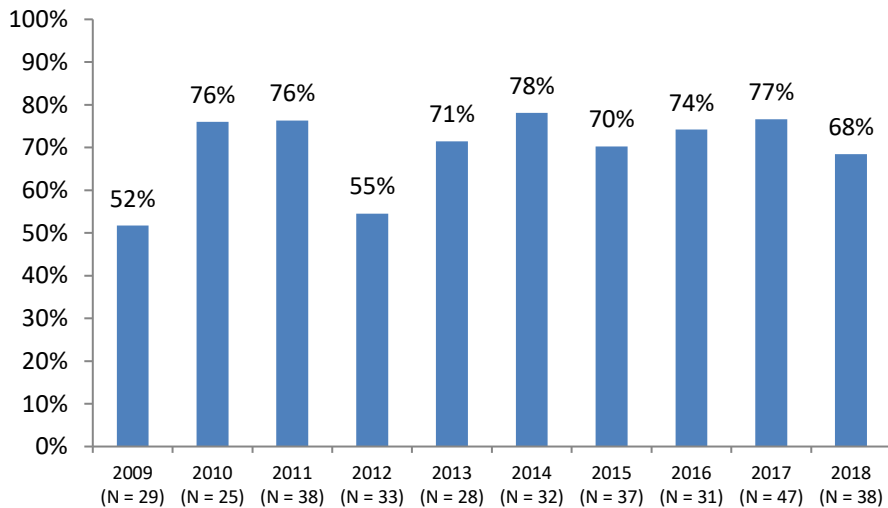
**Top 1/5**



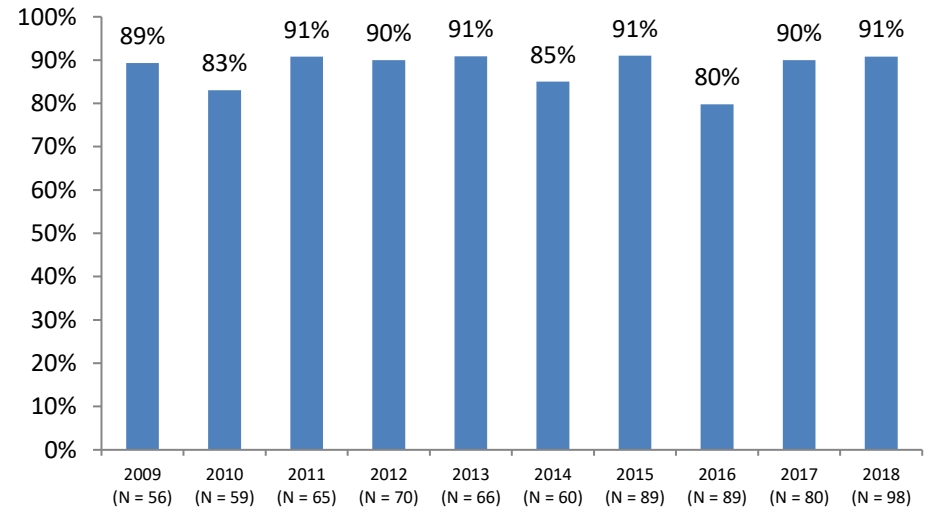
**Second 1/5**



**Middle 1/5**



**No High School Rank\***



\*Includes international students.

NOTE: The fourth and bottom 1/5 categories do not have enough students for a meaningful retention rate.

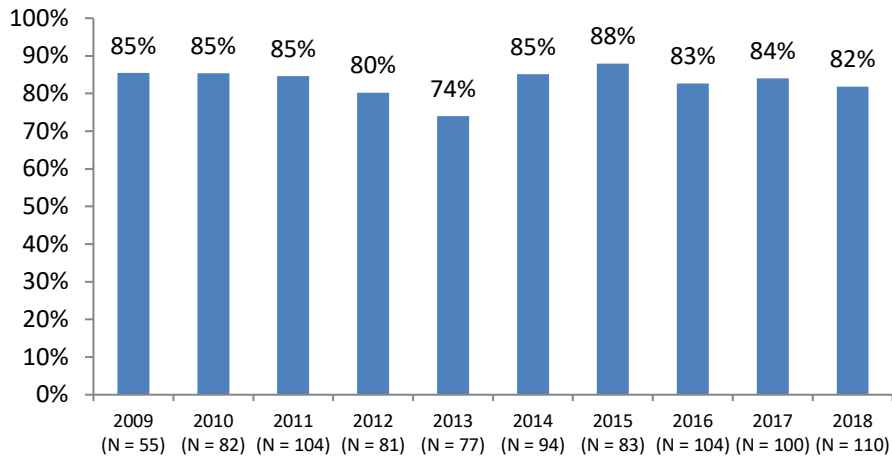
Source: Office of Institutional Research and Assessment, September 2019

**FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR STUDENTS  
BY RECALCULATED HIGH SCHOOL GPA QUINTILES**

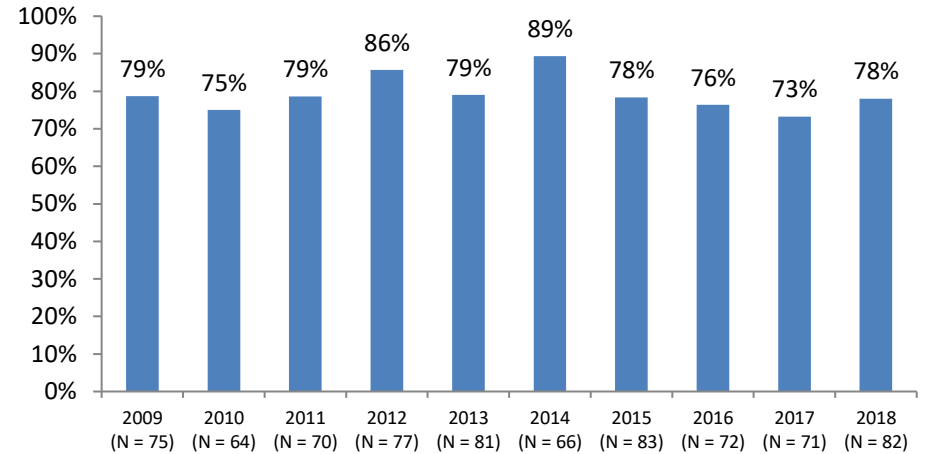
Entering Term	0 - 3.07			3.08 -3.37			3.38 - 3.61			3.62 - 3.84			3.85 - 4.00			No High School GPA available		
	# out of total retained (%)			# out of total retained (%)			# out of total retained (%)			# out of total retained (%)			# out of total retained (%)					
2009	55	90	61.1%	56	71	78.9%	54	66	81.8%	48	56	85.7%	62	74	83.8%	33	34	97.1%
2010	58	79	73.4%	68	88	77.3%	53	69	76.8%	68	89	76.4%	62	70	88.6%	31	34	91.2%
2011	72	101	71.3%	38	54	70.4%	60	68	88.2%	69	82	84.1%	73	81	90.1%	28	31	90.3%
2012	43	73	58.9%	54	75	72.0%	55	65	84.6%	69	76	90.8%	67	70	95.7%	29	31	93.5%
2013	61	76	80.3%	51	73	69.9%	66	82	80.5%	55	60	91.7%	67	72	93.1%	34	34	100.0%
2014	52	70	74.3%	74	89	83.1%	63	75	84.0%	64	69	92.8%	76	81	93.8%	27	30	90.0%
2015	56	78	71.8%	79	94	84.0%	67	82	81.7%	64	76	84.2%	63	70	90.0%	31	31	100.0%
2016	47	65	72.3%	61	79	77.2%	66	80	82.5%	65	82	79.3%	70	83	84.3%	28	29	96.6%
2017	48	71	67.6%	64	76	84.2%	65	80	81.3%	77	92	83.7%	78	86	90.7%	27	27	100.0%
2018	32	45	71.1%	70	83	84.3%	76	99	76.8%	74	89	83.1%	86	94	91.5%	28	28	100.0%
<b>10-Year Average</b>	<b>70.2%</b>			<b>78.1%</b>			<b>81.8%</b>			<b>85.2%</b>			<b>90.2%</b>			<b>95.9%</b>		

**FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR STUDENTS  
BY ACT COMPOSITE CATEGORIES**

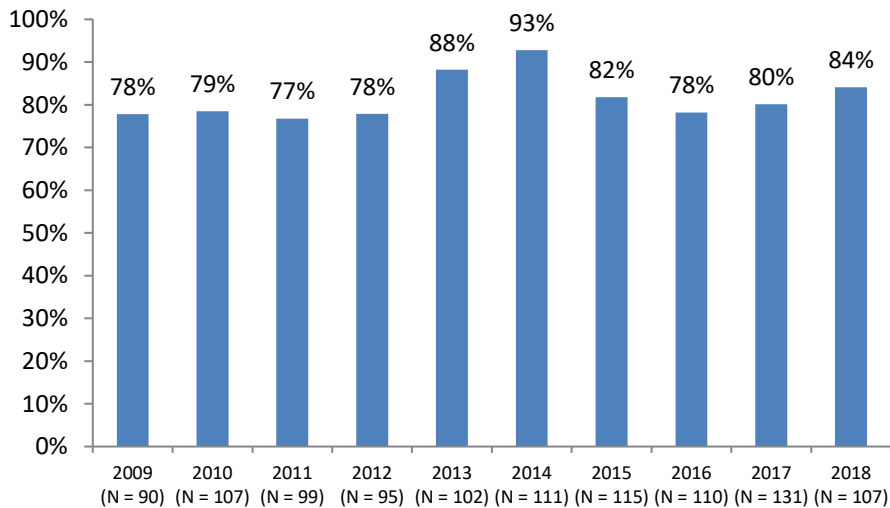
**27 - 36**



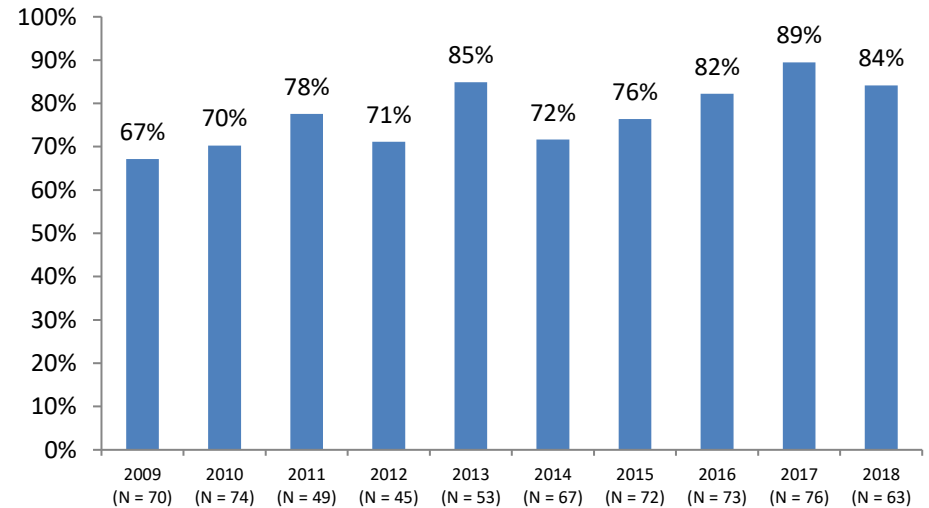
**25 - 26**



**22 - 24**



**19 - 21**

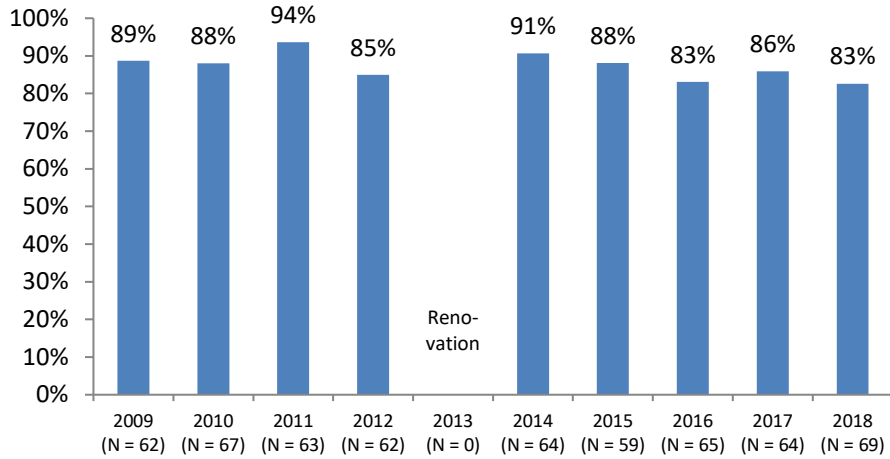


NOTE: The ACT category less than 19 does not have enough students for a meaningful retention rate.

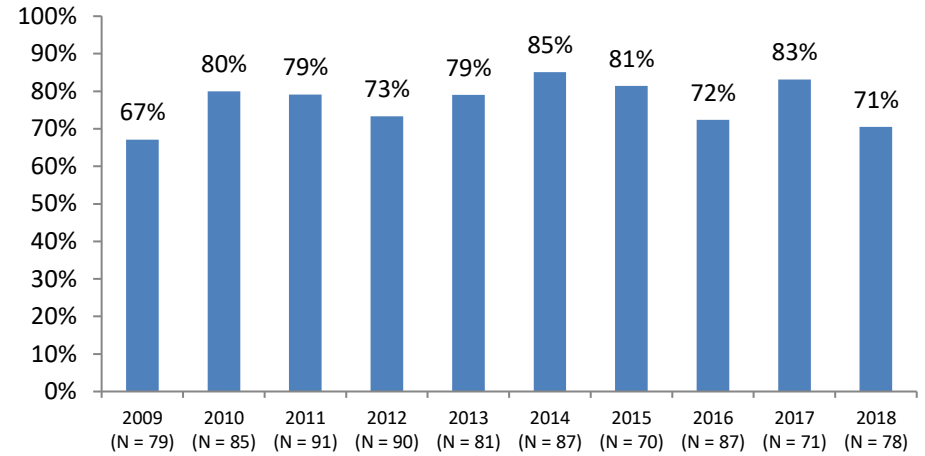
Source: Office of Institutional Research and Assessment, September 2019

**FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR STUDENTS  
BY RESIDENCE HALL**

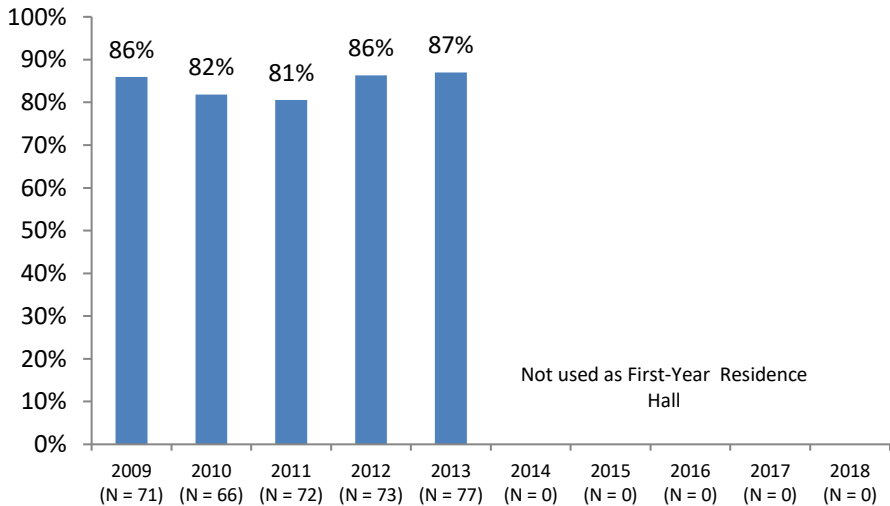
**Anna Smith (Females)**



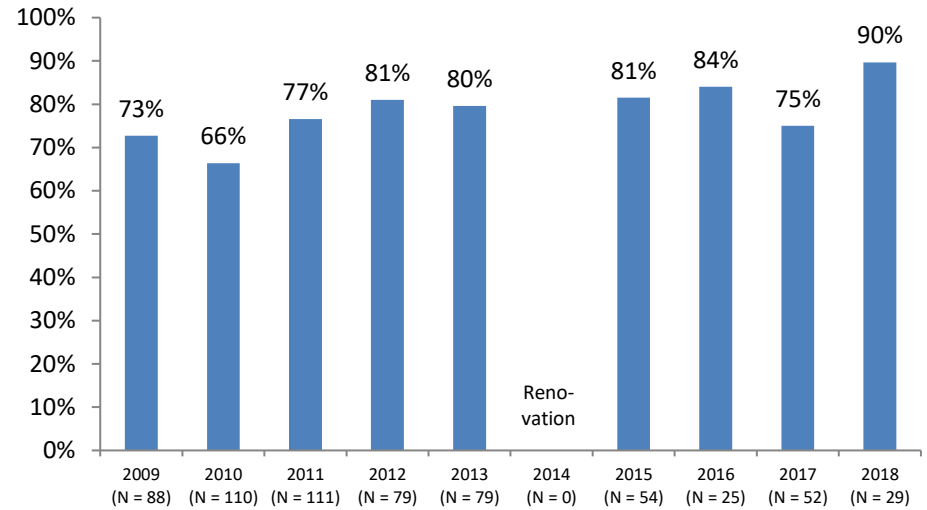
**Blue Ridge (Males)**



**Elizabeth Rogers (Females)**

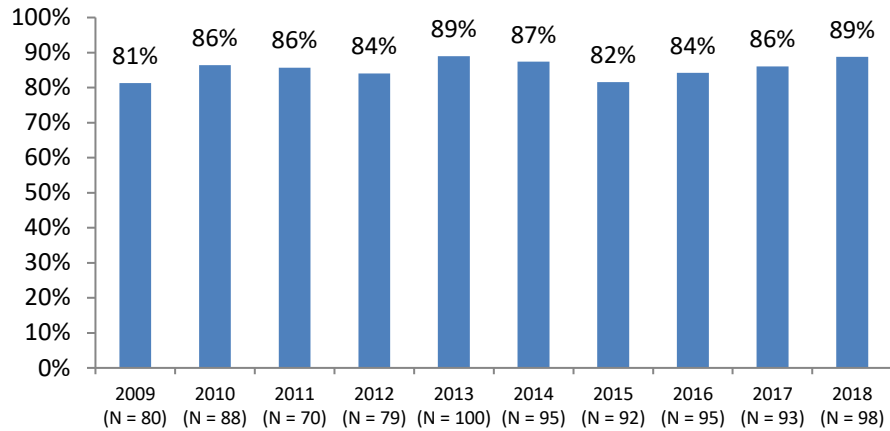


**Dana (Males)**

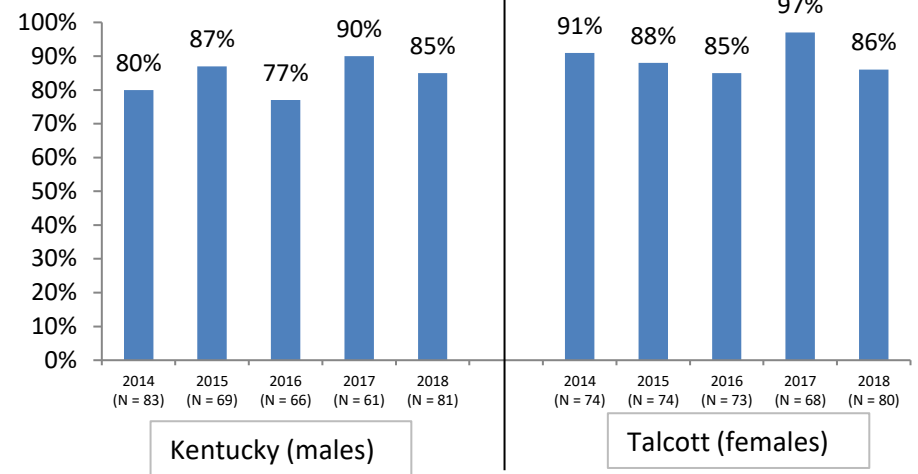


**FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR STUDENTS  
BY RESIDENCE HALL**

**Pearsons (Females)**



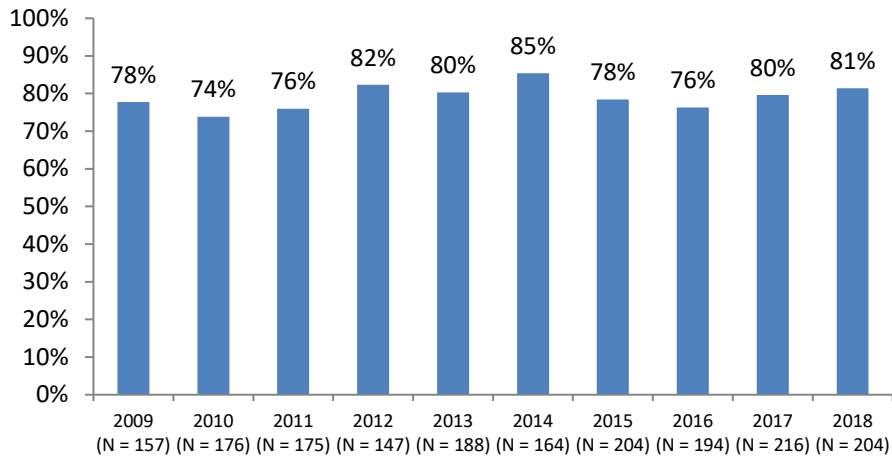
**Miscellaneous Residence Halls**



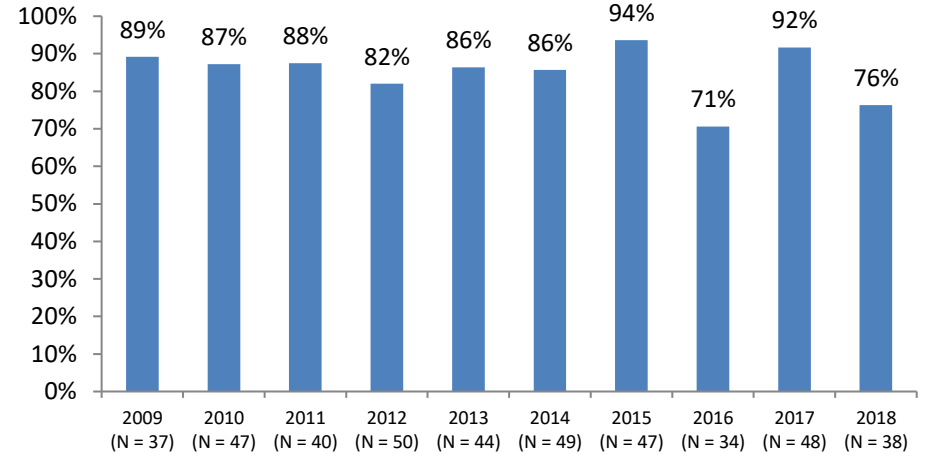


**FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR DEPENDENT STUDENTS  
BY EXPECTED FAMILY CONTRIBUTION (EFC) CATEGORIES**

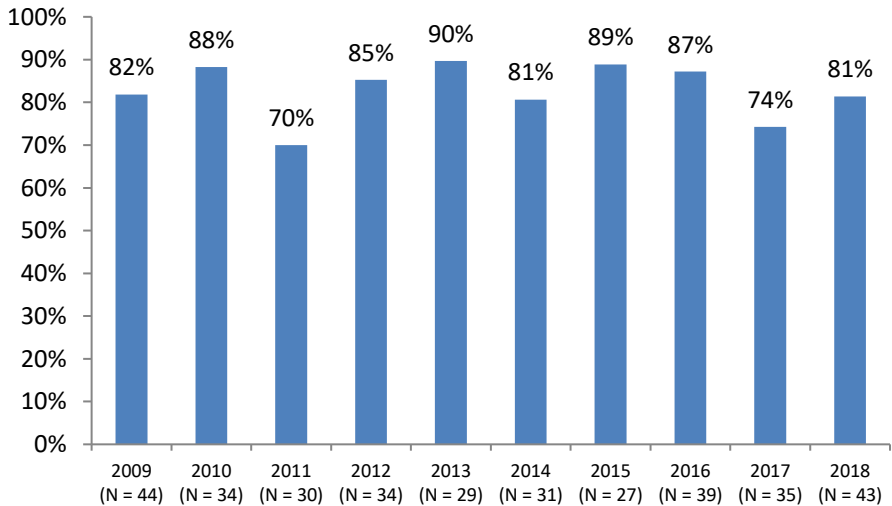
**\$0 EFC**



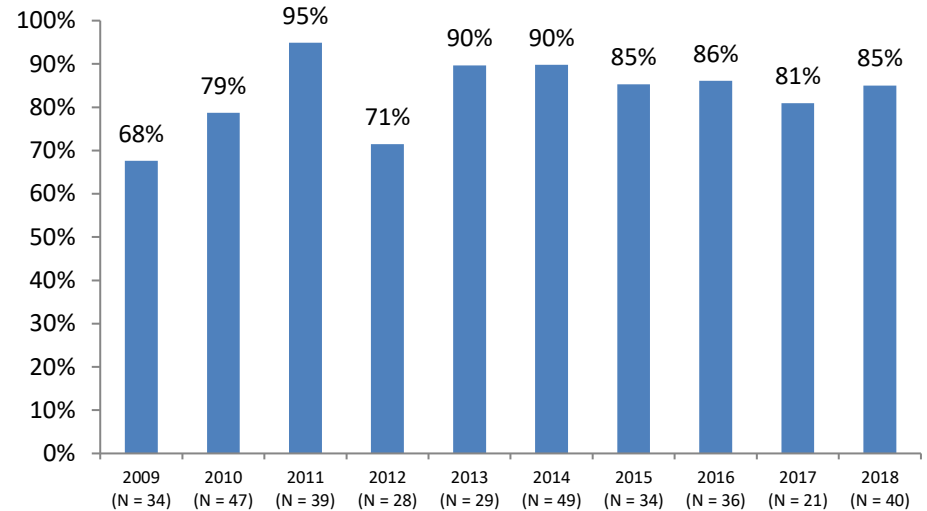
**\$1 - \$1,000 EFC**



**\$1,001 - \$2,000 EFC**

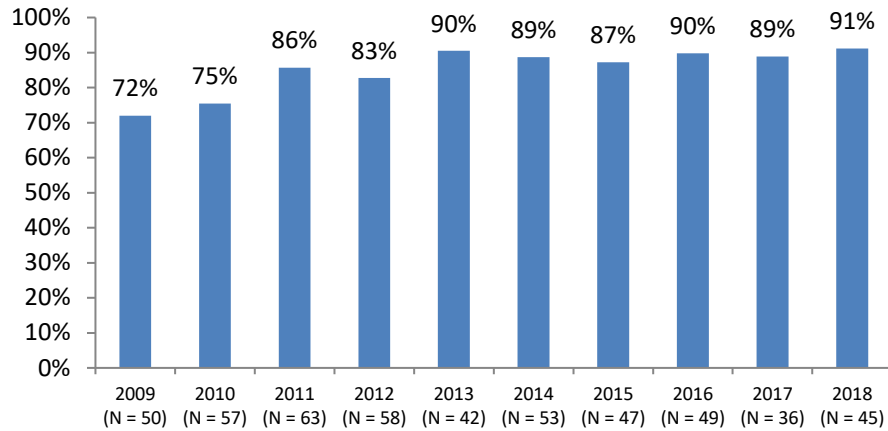


**\$2,001 - \$3,000 EFC**

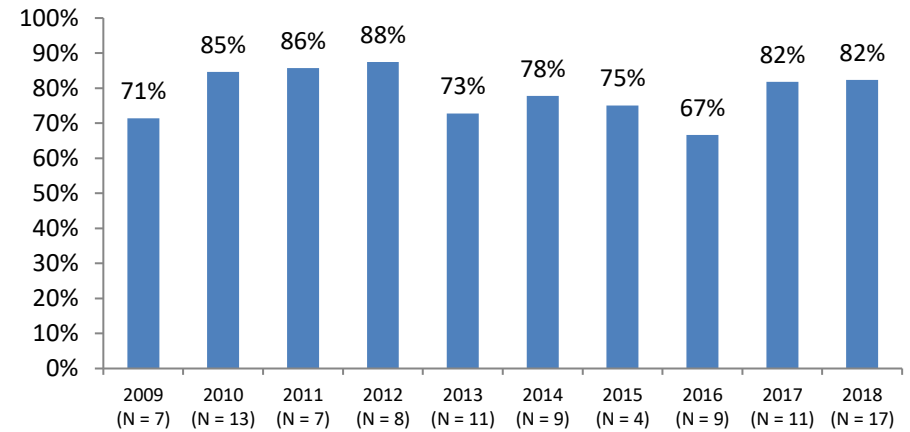


**FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR **DEPENDENT** STUDENTS  
BY **EXPECTED FAMILY CONTRIBUTION (EFC) CATEGORIES****

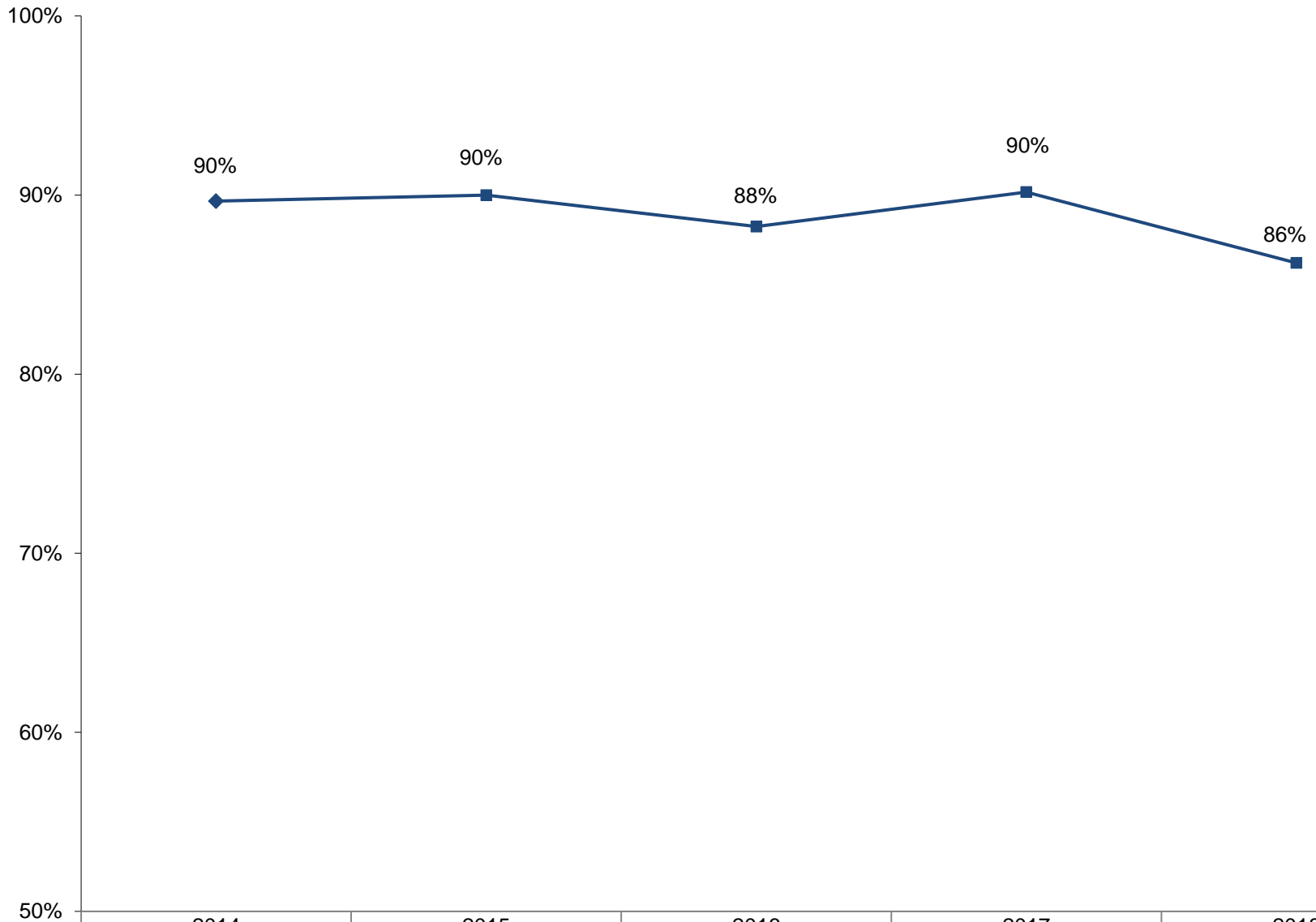
**\$3,001 - \$5,000 EFC**



**More than \$5,000 EFC**



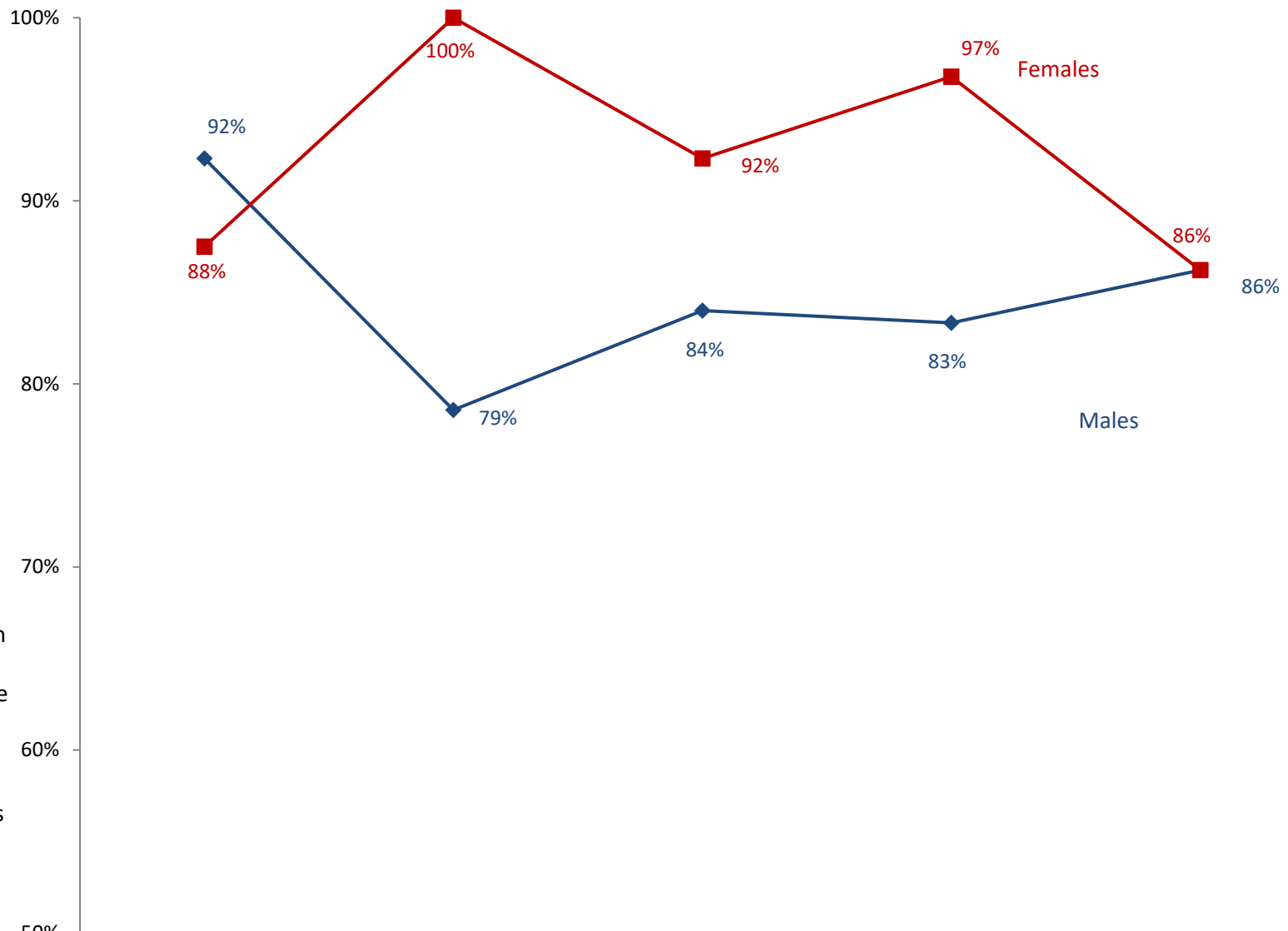
**FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR STUDENTS  
ENROLLED IN THE BRIDGE PROGRAM**



For a description of the Bridge Program, see the "Definitions and Descriptions" page at the beginning of this report.

	2014	2015	2016	2017	2018
N =	29	30	51	61	58
■ Bridge Student	89.7%	90.0%	88.2%	90.2%	86.2%

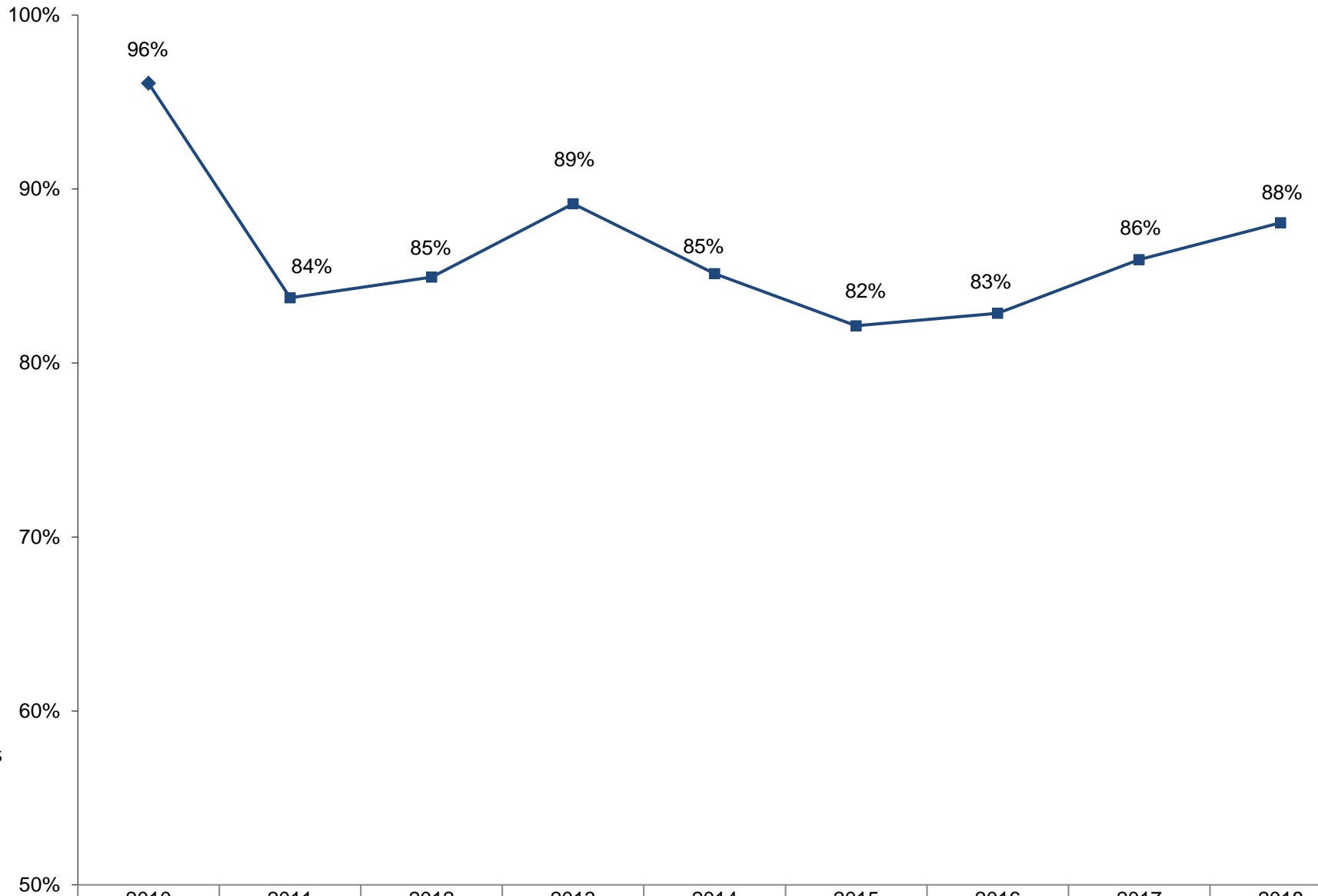
## FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR BRIDGE PROGRAM STUDENTS BY SEX



For a description of the Bridge Program, see the "Definitions and Descriptions" page at the beginning of this report.

Entering Fall Term	2014	2015	2016	2017	2018
Males N =	13	14	25	30	29
Females N =	16	16	26	31	29
◆ Males	92.3%	78.6%	84.0%	83.3%	86.2%
■ Females	87.5%	100.0%	92.3%	96.8%	86.2%

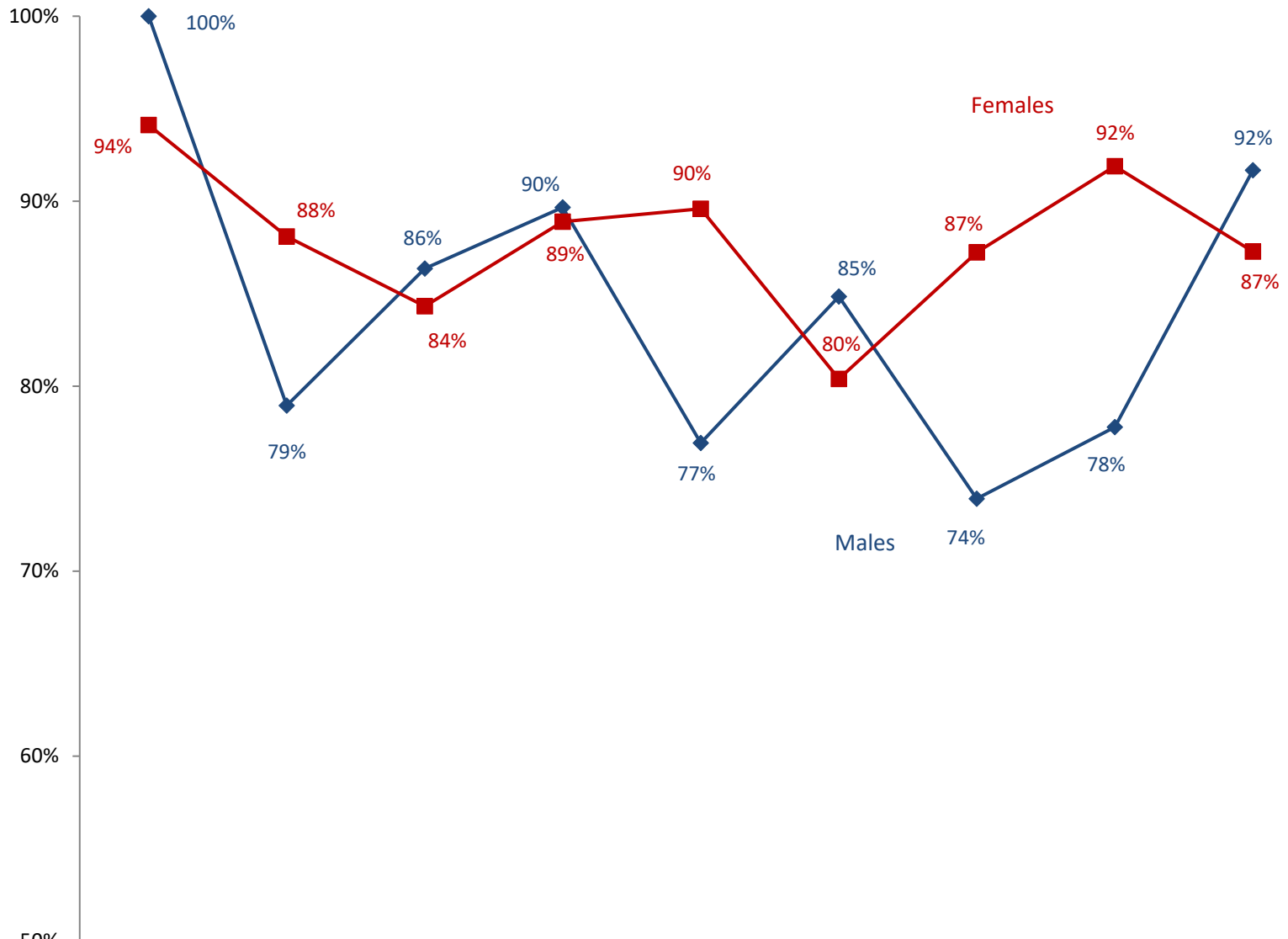
**FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR STUDENTS  
PARTICIPATING IN THE EMERGING SCHOLARS PROGRAM (ESP)**



For a description of the Emerging Scholars Program, see the "Definitions and Descriptions" page at the beginning of this report.

	2010	2011	2012	2013	2014	2015	2016	2017	2018
N =	51	80	73	83	74	84	70	64	67
■ ESP Student	96.1%	83.8%	84.9%	89.2%	85.1%	82.1%	82.9%	85.9%	88.1%

**FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR STUDENTS  
PARTICIPATING IN THE EMERGING SCHOLARS PROGRAM (ESP) BY SEX**



For a description of the Emerging Scholars Program, see the "Definitions and Descriptions" page at the beginning of this report.

Entering Fall Term	2010	2011	2012	2013	2014	2015	2016	2017	2018
Males N =	17	38	22	29	26	33	23	27	12
Females N =	34	42	51	54	48	51	47	37	55
◆ Males	100.0%	78.9%	86.4%	89.7%	76.9%	84.8%	73.9%	77.8%	91.7%
■ Females	94.1%	88.1%	84.3%	88.9%	89.6%	80.4%	87.2%	91.9%	87.3%

**FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR STUDENTS  
BY FIRST SEMESTER COLLEGE GPA CATEGORIES**

Entering Term	No GPA			Less than 2.00			2.00 - 2.38			2.39 - 2.93			2.94 - 3.30			3.31 - 3.66			3.67 - 4.00		
	#	out of total	retained (%)	#	out of total	retained (%)	#	out of total	retained (%)	#	out of total	retained (%)	#	out of total	retained (%)	#	out of total	retained (%)	#	out of total	retained (%)
2009	0	20	0.0%	23	56	41.1%	26	34	76.5%	60	67	89.6%	88	96	91.7%	60	65	92.3%	51	53	96.2%
2010	2	23	8.7%	31	58	53.4%	40	56	71.4%	69	79	87.3%	65	70	92.9%	70	76	92.1%	63	67	94.0%
2011	0	21	0.0%	26	51	51.0%	23	26	88.5%	70	86	81.4%	72	78	92.3%	63	66	95.5%	86	89	96.6%
2012	0	18	0.0%	28	55	50.9%	18	25	72.0%	81	89	91.0%	69	79	87.3%	75	76	98.7%	46	48	95.8%
2013	1	19	5.3%	13	35	37.1%	32	36	88.9%	88	92	95.7%	64	70	91.4%	68	74	91.9%	68	71	95.8%
2014	0	8	0.0%	24	51	47.1%	28	30	93.3%	63	76	82.9%	85	88	96.6%	80	81	98.8%	76	79	96.2%
2015	0	18	0.0%	18	47	38.3%	24	30	80.0%	69	77	89.6%	84	90	93.3%	83	84	98.8%	82	85	96.5%
2016	2	28	7.1%	24	42	57.1%	23	31	74.2%	78	84	92.9%	67	77	87.0%	85	93	91.4%	58	63	92.1%
2017	0	17	0.0%	14	36	38.9%	22	27	81.5%	62	69	89.9%	70	78	89.7%	93	102	91.2%	98	103	95.1%
2018	2	15	13.3%	15	30	50.0%	15	23	65.2%	52	57	91.2%	71	79	89.9%	104	114	91.2%	107	120	89.2%
10-Year Average	3.4%			46.5%			79.1%			89.1%			91.2%			94.2%			94.8%		

**FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR STUDENTS  
BY FIRST YEAR COLLEGE GPA CATEGORIES**

Entering Term	No GPA			Less than 2.00			2.00 - 2.39			2.40 - 2.91			2.92 - 3.27			3.28 - 3.60			3.61 - 4.00		
	#	out of total	retained (%)	#	out of total	retained (%)	#	out of total	retained (%)	#	out of total	retained (%)	#	out of total	retained (%)	#	out of total	retained (%)	#	out of total	retained (%)
2009	0	24	0.0%	19	54	35.2%	28	36	77.8%	78	84	92.9%	72	77	93.5%	59	62	95.2%	52	54	96.3%
2010	2	39	5.1%	25	61	41.0%	41	43	95.3%	74	75	98.7%	71	78	91.0%	64	68	94.1%	63	65	96.9%
2011	0	38	0.0%	20	41	48.8%	31	35	88.6%	82	89	92.1%	68	72	94.4%	67	69	97.1%	72	73	98.6%
2012	0	29	0.0%	17	37	45.9%	29	37	78.4%	82	89	92.1%	73	80	91.3%	65	66	98.5%	51	52	98.1%
2013	1	27	3.7%	15	33	45.5%	40	45	88.9%	70	74	94.6%	73	75	97.3%	69	74	93.2%	66	69	95.7%
2014	1	23	4.3%	11	33	33.3%	33	34	97.1%	71	78	91.0%	75	78	96.2%	79	80	98.8%	86	87	98.9%
2015	0	31	0.0%	19	41	46.3%	37	44	84.1%	61	66	92.4%	80	84	95.2%	81	82	98.8%	82	83	98.8%
2016	1	43	2.3%	23	43	53.5%	24	48	50.0%	68	72	94.4%	74	75	98.7%	75	82	91.5%	72	75	96.0%
2017	0	31	0.0%	18	37	48.6%	27	33	81.8%	60	66	90.9%	71	72	98.6%	91	96	94.8%	92	97	94.8%
2018	1	31	3.2%	19	31	61.3%	17	24	70.8%	63	67	94.0%	80	85	94.1%	90	96	93.8%	96	104	92.3%
10-Year Average	1.9%			45.9%			81.3%			93.3%			95.0%			95.6%			96.6%		

**FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR STUDENTS  
BY CHOICE OF BEREA COLLEGE ACCORDING TO ENTERING SURVEY RESPONSES**

Entering Term	First Choice # out of total retained (%)			Second Choice # out of total retained (%)			Third Choice # out of total retained (%)			Less than third choice # out of total retained (%)			No response/didn't answer survey # out of total retained (%)		
2009	134	163	82.2%	45	53	84.9%	11	14	78.6%	9	9	100.0%	109	151	72.2%
2010	229	286	80.1%	57	71	80.3%	15	16	93.8%	7	9	77.8%	32	47	68.1%
2011	194	232	83.6%	69	81	85.2%	21	24	87.5%	12	16	75.0%	44	63	69.8%
2012	193	229	84.3%	45	50	90.0%	6	10	60.0%	6	7	85.7%	67	93	72.0%
2013	154	175	88.0%	29	34	85.3%	13	13	100.0%	12	14	85.7%	126	161	78.3%
2014	241	271	88.9%	50	57	87.7%	18	23	78.3%	5	5	100.0%	42	54	77.8%
2015	229	262	87.4%	56	70	80.0%	11	13	84.6%	10	13	76.9%	54	72	75.0%
2016	191	230	83.0%	51	61	83.6%	11	14	78.6%	9	10	90.0%	75	103	72.8%
2017	243	283	85.9%	60	73	82.2%	13	15	86.7%	7	10	70.0%	36	51	70.6%
2018	179	211	84.8%	41	49	83.7%	10	12	83.3%	6	7	85.7%	130	159	81.8%
10-Year Average	84.8%			84.3%			83.1%			84.7%			73.8%		

**FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR STUDENTS  
BY MILES FROM HOME ACCORDING TO ENTERING SURVEY RESPONSES**

Entering Term	10 or Less # out of total retained (%)			11 to 50 # out of total retained (%)			51 to 100 # out of total retained (%)			More than 100 # out of total retained (%)			No response/didn't answer survey # out of total retained (%)		
2009	5	7	71.4%	24	28	85.7%	21	27	77.8%	133	160	83.1%	101	144	70.1%
2010	9	15	60.0%	31	45	68.9%	39	56	69.6%	207	244	84.8%	31	46	67.4%
2011	15	17	88.2%	26	33	78.8%	44	56	78.6%	189	226	83.6%	40	58	69.0%
2012	13	16	81.3%	26	29	89.7%	43	51	84.3%	142	174	81.6%	67	93	72.0%
2013	8	11	72.7%	25	29	86.2%	14	18	77.8%	139	156	89.1%	120	155	77.4%
2014	18	22	81.8%	31	38	81.6%	68	74	91.9%	172	196	87.8%	43	57	75.4%
2015	13	16	81.3%	29	38	76.3%	40	51	78.4%	196	225	87.1%	51	70	72.9%
2016	8	10	80.0%	29	37	78.4%	32	43	74.4%	161	192	83.9%	79	107	73.8%
2017	not available - wasn't asked														
2018	10	14	71.4%	21	24	87.5%	41	52	78.8%	160	184	87.0%	134	164	81.7%
9-Year Average	76.5%			81.4%			79.1%			85.3%			73.3%		

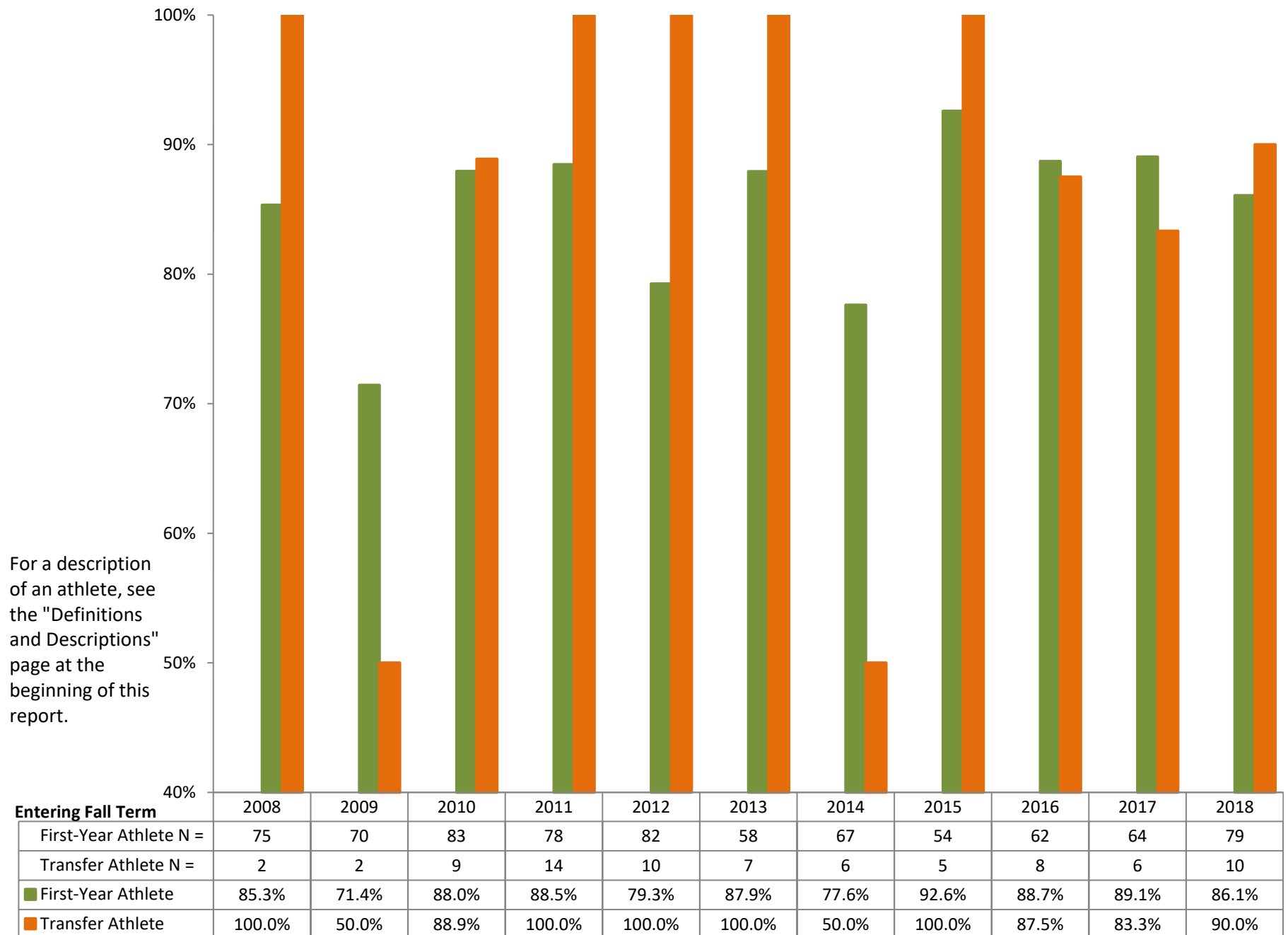


**FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR AND TRANSFER STUDENTS  
BY LABOR DEPARTMENT CATEGORIES**

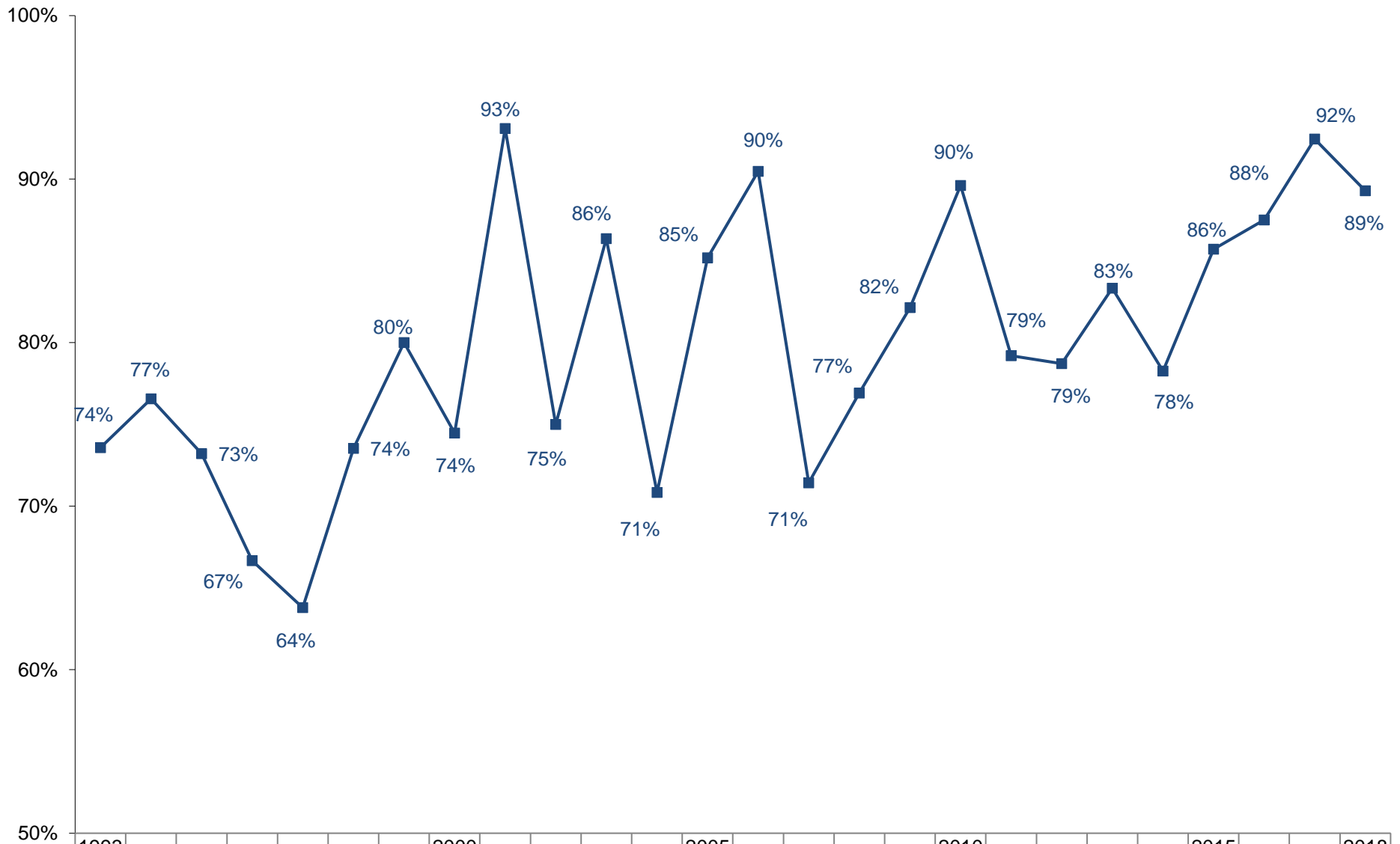
Labor Department Categories	Fall 2014			Fall 2015			Fall 2016			Fall 2017			Fall 2018			Five-Year Summary		
	N (%)			N (%)			N (%)			N (%)			N (%)			N (%)		
Academic Support	13	14	92.9%	18	19	94.7%	8	11	72.7%	11	14	78.6%	7	8	87.5%	57	66	86.4%
Alumni and College Relations	7	10	70.0%	7	9	77.8%	5	6	83.3%	9	9	100.0%	3	5	60.0%	31	39	79.5%
Auxiliary Enterprises																		
Dining Services	75	88	85.2%	67	81	82.7%	60	78	76.9%	75	88	85.2%	83	94	88.3%	360	429	83.9%
Residence Hall Maintenance	49	58	84.5%	47	54	87.0%	48	58	82.8%	43	52	82.7%	37	48	77.1%	224	270	83.0%
College Community Service	18	18	100.0%	15	17	88.2%	19	21	90.5%	17	20	85.0%	16	17	94.1%	85	93	91.4%
College Related	none assigned			1	1	100.0%	none assigned			none assigned			none assigned			1	1	100.0%
Community Partnerships	none assigned			1	1	100.0%	none assigned			0	1	0.0%	none assigned			1	2	50.0%
Facilities Operations	49	63	77.8%	69	88	78.4%	67	87	77.0%	67	84	79.8%	79	100	79.0%	331	422	78.4%
Farms	11	13	84.6%	17	24	70.8%	16	20	80.0%	16	17	94.1%	10	12	83.3%	70	86	81.4%
General and Administrative	41	48	85.4%	35	41	85.4%	45	52	86.5%	42	49	85.7%	33	38	86.8%	196	228	86.0%
Instruction	39	45	86.7%	29	34	85.3%	31	38	81.6%	30	36	83.3%	47	53	88.7%	176	206	85.4%
Student Industries:																		
Crafts and Services	45	50	90.0%	37	43	86.0%	38	44	86.4%	37	44	84.1%	38	47	80.9%	195	228	85.5%
Student Services	47	53	88.7%	58	66	87.9%	63	80	78.8%	59	69	85.5%	62	71	87.3%	289	339	85.3%

NOTE: To see the list of Labor Departments in each category, please refer to the [Fact Book](#).

**FIRST-TO-SECOND YEAR RETENTION FOR FIRST-YEAR VS. TRANSFER STUDENTS  
BY ATHLETE STATUS IN FIRST YEAR**

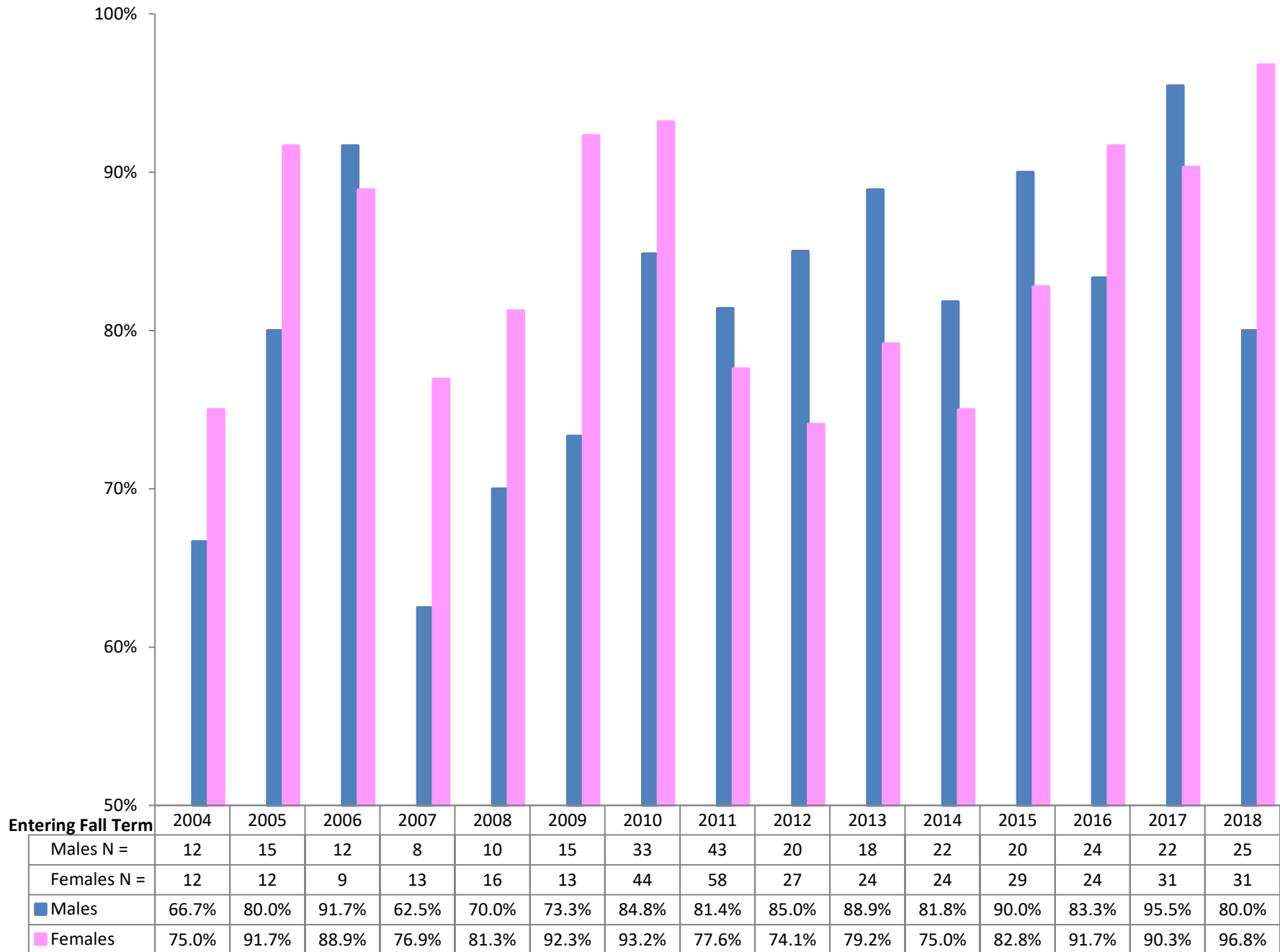


## FIRST-TO-SECOND YEAR RETENTION FOR **TRANSFER** STUDENTS

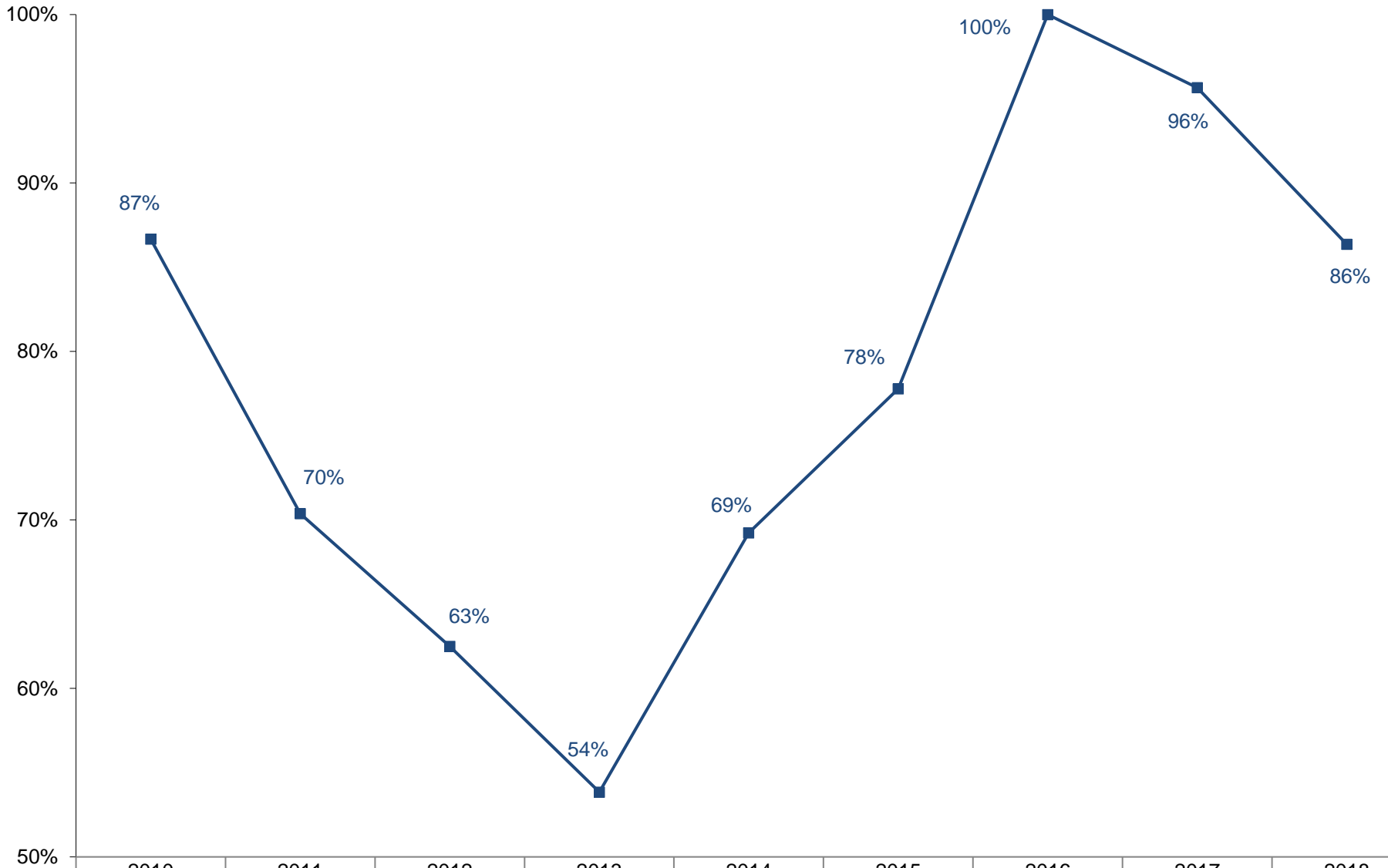


	1993							2000					2005					2010					2015			2018
N =	53	64	56	57	58	34	55	47	29	24	22	24	27	21	21	26	28	77	101	47	42	46	49	48	53	56
■ f-s retention	74%	77%	73%	67%	64%	74%	80%	74%	93%	75%	86%	71%	85%	90%	71%	77%	82%	90%	79%	79%	83%	78%	86%	88%	92%	89%

## FIRST-TO-SECOND YEAR RETENTION FOR **TRANSFER** STUDENTS BY SEX

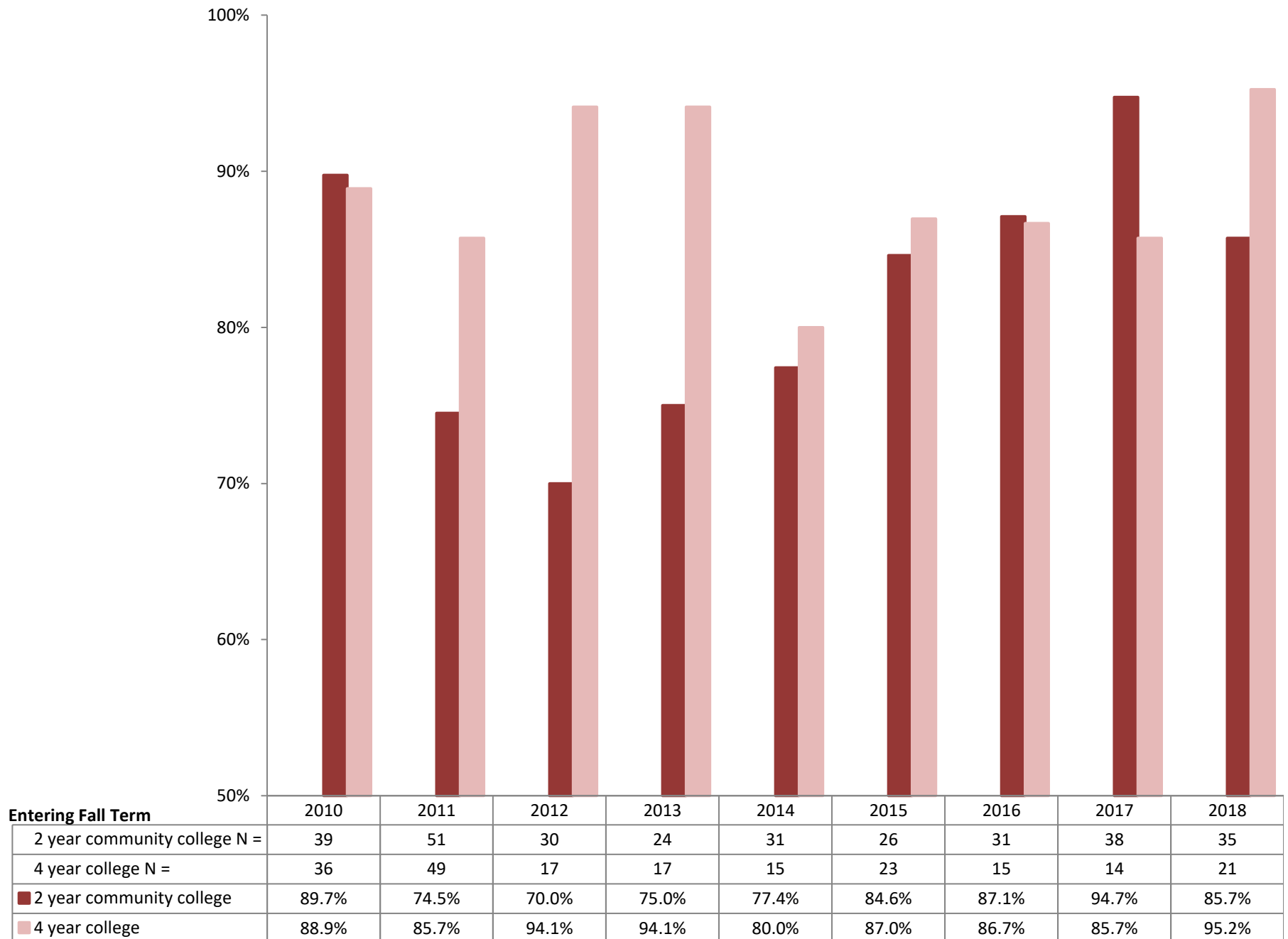


**FIRST-TO-SECOND YEAR RETENTION FOR TRANSFER STUDENTS FROM  
KENTUCKY COMMUNITY AND TECHNICAL COLLEGE SYSTEM (KCTCS) INSTITUTIONS**

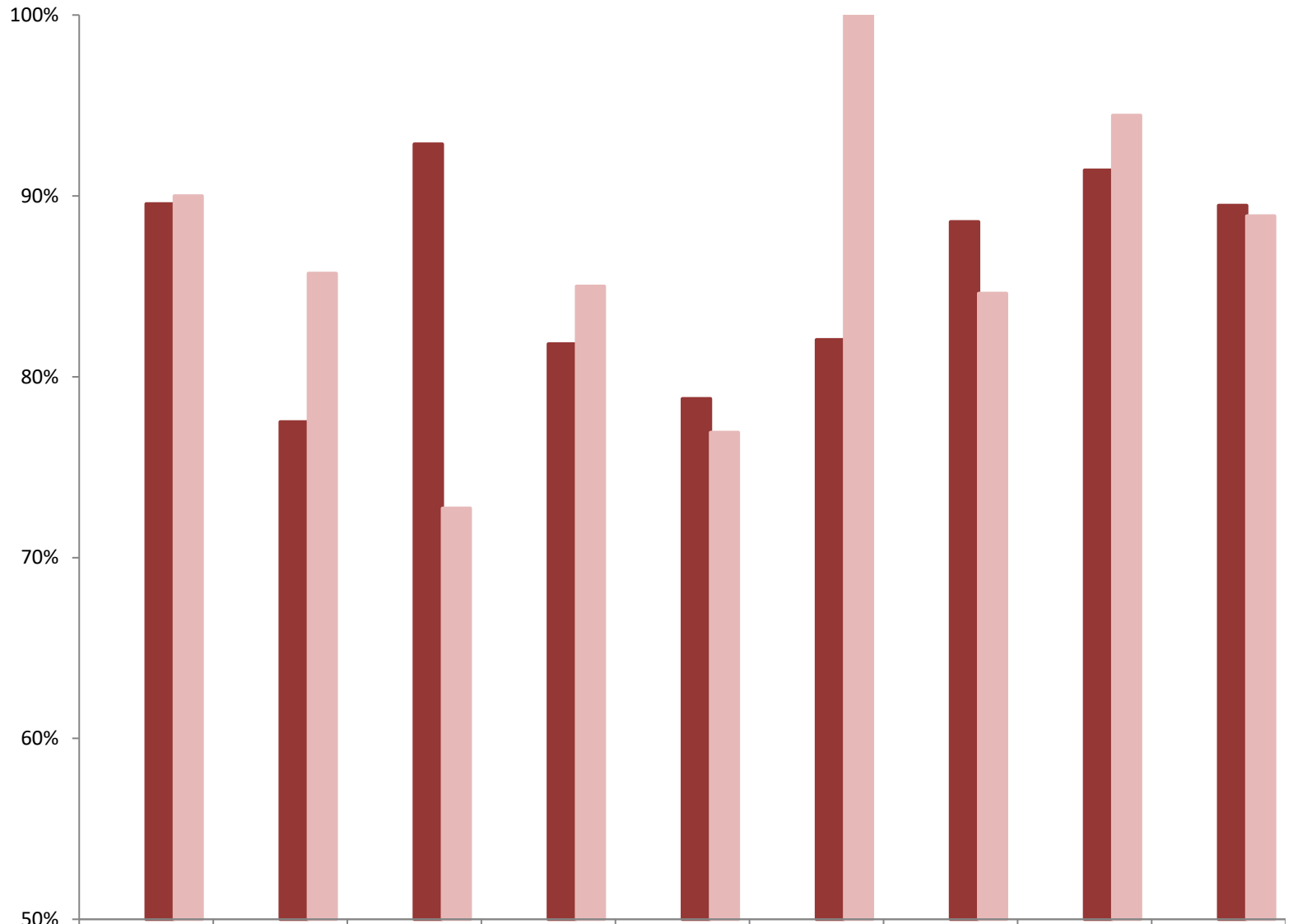


	2010	2011	2012	2013	2014	2015	2016	2017	2018
N =	15	27	16	13	13	9	15	23	22
From KCTCS	86.7%	70.4%	62.5%	53.8%	69.2%	77.8%	100.0%	95.7%	86.4%

## FIRST-TO-SECOND YEAR RETENTION FOR **TRANSFER** STUDENTS BY **TRANSFER INSTITUTION CATEGORY**

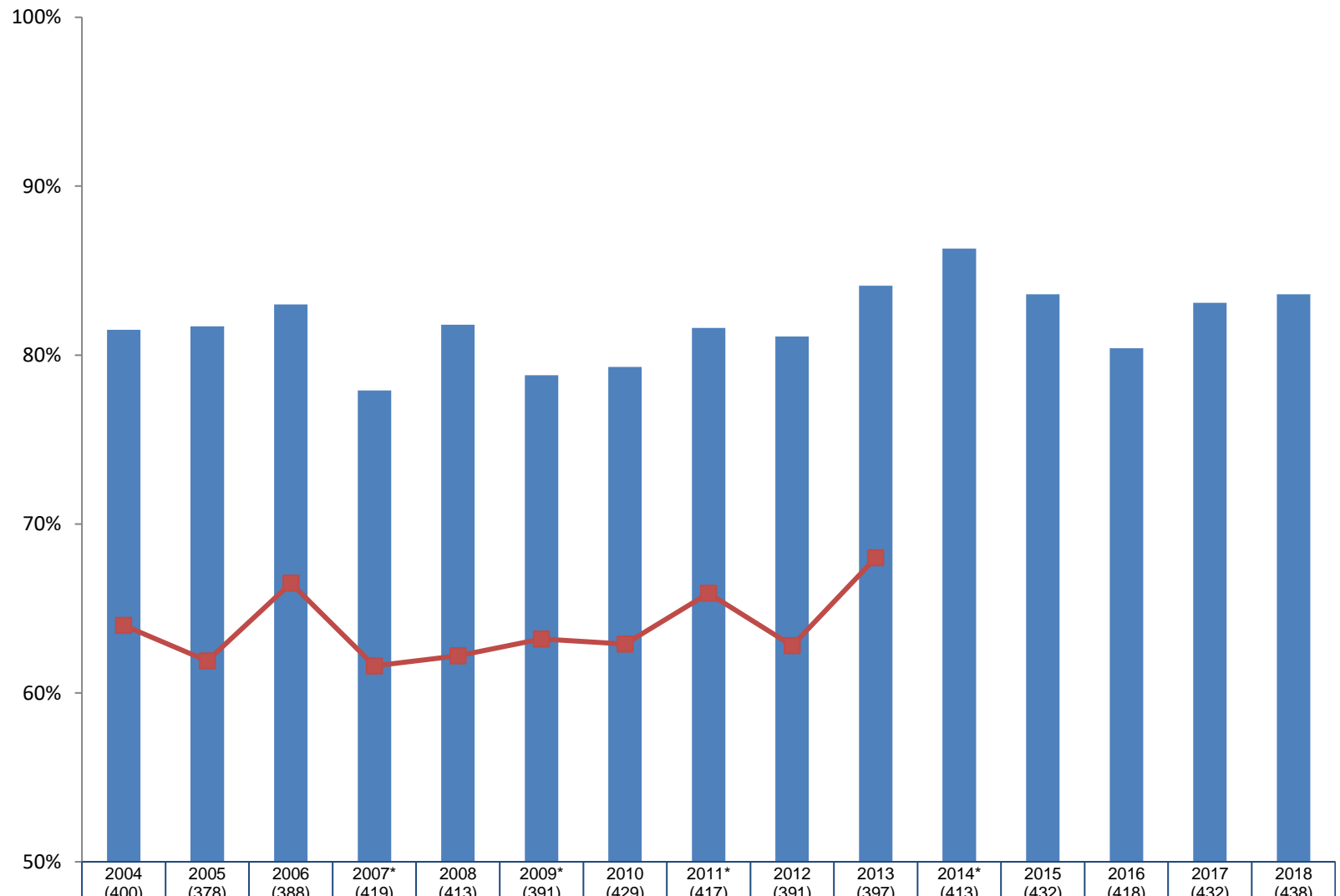


**FIRST-TO-SECOND YEAR RETENTION FOR TRANSFER STUDENTS  
BY CLASSIFICATION AT ENTRY**



Entering Fall Term	2010	2011	2012	2013	2014	2015	2016	2017	2018
Freshman/Sophomore N =	67	80	14	22	33	39	35	35	38
Junior/Senior N =	10	21	33	20	13	10	13	18	18
Freshman/Sophomore	89.6%	77.5%	92.9%	81.8%	78.8%	82.1%	88.6%	91.4%	89.5%
Junior/Senior	90.0%	85.7%	72.7%	85.0%	76.9%	100.0%	84.6%	94.4%	88.9%

## FIRST-TO-SECOND YEAR RETENTION, SIX-YEAR GRADUATION RATES, AND ACADEMIC QUALIFICATIONS AT ENTRY FOR FIRST-YEAR STUDENTS



F-S Retention	81.5%	81.7%	83.0%	77.9%	81.8%	78.8%	79.3%	81.6%	81.1%	84.1%	86.3%	83.6%	80.4%	83.1%	83.6%
Six-Year Graduation Rates	64.0%	61.9%	66.5%	61.6%	62.2%	63.2%	62.9%	65.9%	62.8%	68.0%					
Percent in top 1/5 high school class	56.0%	55.0%	55.0%	54.0%	55.0%	56.0%	57.3%	62.0%	62.6%	59.2%	57.6%	53.9%	50.5%	49.4%	53.6%
Percent Needing any Developmental Math	23.3%	32.8%	28.9%	34.7%	29.1%	30.6%	25.6%	20.7%	17.3%	20.9%	20.7%	23.1%	23.0%	24.8%	26.3%
ACT Composite Mean	23.6	23.0	23.1	23.1	23.2	23.5	24.1	24.6	24.5	24.3	24.4	24.3	24.5	24.4	24.9

NOTE: In 2005, the cut-off for waiving Developmental Math was raised by one ACT point (from 19 to 20).

\*Denotes cohort numbers that have been reduced by one due to the death of a student. (2007 by two and 2014 by 3.)



## NUMBER AND PERCENT OF WITHDRAWALS/DISMISSALS BY TERM FOR FIRST-YEAR STUDENTS

	Number of First-Year Students	Total Withdrawals/Dismissals		The following N (%) is based on the total withdrawals/dismissals of the first-year students.					
		N	%	Withdrew/Dismissed in Fall and/or Short Term*		Withdrew/Dismissed in Spring Term		Withdrew/Dismissed in Summer Term	
				N	%	N	%	N	%
Fall 2009	392	83	21.2%	32	38.6%	44	53.0%	7	8.4%
Fall 2010	429	89	20.7%	39	43.8%	16	18.0%	34	38.2%
Fall 2011	418	77	18.4%	37	48.1%	10	13.0%	30	39.0%
Fall 2012	391	74	18.9%	25	33.8%	35	47.3%	14	18.9%
Fall 2013	397	63	15.9%	26	41.3%	24	38.1%	13	20.6%
Fall 2014	416	57	13.7%	13	22.8%	28	49.1%	16	28.1%
Fall 2015	432	71	16.4%	28	39.4%	23	32.4%	20	28.2%
Fall 2016	418	82	19.6%	40	48.8%	18**	22.0%	24	29.3%
Fall 2017	432	73	16.9%	28	38.4%	27	37.0%	18	24.7%
Fall 2018	438	72	16.4%	26	36.1%	24	33.3%	22	30.6%

EXPLANATION: In Fall 2018, 36.1% (26 students) of the total withdrawals/dismissals for the year were in the Fall Term; an additional 33.3% (24 students) withdrew/were dismissed in Spring Term.

\*In academic year 2009-2010, Short Term (in January) was still in place.

\*\*There was another withdrawal in the Spring Term, but the student returned in Fall 2017, so they retained and therefore not included in the total withdrawals/dismissals.

**MONTHLY RETENTION OF FALL TERM 2018 ENROLLEES  
TRACKED THROUGH TO FALL TERM 2019**

	Number Enrolled	Aug 22 - Sept			October			November			December - Jan 7			
		VOL	INV	LV	VOL	INV	LV	VOL	INV	LV	VOL	INV	LV	Grad
<b>Fall 2018</b>														
All Degree-Seeking Students**	1,630	10	2	7	7	1	8	11	2	2	23	17	0	62
2018 First-Year Students	438	6	0	0	2	0	2	5	1	0	7	5	0	n/a
2018 Transfer Students	56	1	0	0	0	0	0	0	0	0	2	0	0	n/a

	RET	CON LV	Number Still Enrolled	January 8 -31			February			March			April			May 1 - May 12			
				VOL	INV	LV	VOL	INV	LV	VOL	INV	LV	VOL	INV	LV	VOL	INV	LV	Grad
<b>Spring 2019*</b>																			
All Degree-Seeking Students	0	0	1,495	11	1	16	7	1	9	3	2	3	6	4	1	9	4	0	200
2018 First-Year Students	0	0	412	7	0	5	4	0	4	1	1	0	3	0	0	5	3	0	n/a
2018 Transfer Students	0	0	53	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	n/a

	RET	CON LV	Number Still Enrolled	May 13 - June			July			August 1 - 20					Fall 2019		
				VOL	INV	LV	VOL	INV	LV	VOL	INV	LV	Grad	RET	Enrolled	On a Leave of Absence	
<b>Summer 2019*</b>																	
All Degree-Seeking Students	1	0	1,248	4	8	0	3	0	0	32	3	0	38	3	1,158	5	
2018 First-Year Students	0	0	388	3	2	0	1	0	0	15	3	0	n/a	1	365	1	
2018 Transfer Students	0	0	52	1	0	0	1	0	0	0	0	0	n/a	0	50	0	

\*The enrollment reported above for Spring 2019 and Summer 2019 does not reflect the actual enrollment for these terms; this chart follows only the students originally enrolled in Fall Term 2018 and tracks them according to withdrawal status. Students who first entered in Spring Term 2019 are not included. Students who returned in Spring or Summer 2019 but were not enrolled in Fall Term 2018 are not included.

NOTE: VOL = Voluntary leaves; INV = Involuntary Leaves (Expulsion, academic, disciplinary, labor, and administrative dismissals); LV = Leave of Absence; CONT LV = Continued on a leaver of absence; GRAD = Graduates; RET = Returned to School

## HISTORY OF FALL TERM ENTRANTS

### Enrollment History (Retention) of **First-Year Student Cohorts**

Year	Beginning Cohort	Beginning of 2nd Year		Beginning of 3rd Year				Beginning of 4th Year				Beginning of 5th Year				Beginning of 6th Year				Beginning of 7th Year			
		#	%	Grad (2 yr) #	%	Enrolled #	%	Grad (3 yr) #	%	Enrolled #	%	Grad (4 yr) #	%	Enrolled #	%	Grad (5 yr) #	%	Enrolled #	%	Grad (6 yr) #	%	Enrolled #	%
*1998	414	327	79.0%	0	0.0%	290	70.0%	3	0.7%	269	65.0%	161	38.9%	99	23.9%	250	60.4%	8	1.9%	259	62.6%	1	0.2%
1999	423	325	76.8%	0	0.0%	295	69.7%	1	0.2%	273	64.5%	150	35.5%	115	27.2%	257	60.8%	7	1.7%	262	61.9%	2	0.5%
2000	421	348	82.7%	0	0.0%	303	72.0%	2	0.5%	279	66.3%	168	39.9%	94	22.3%	251	59.6%	10	2.4%	256	60.8%	5	1.2%
2001	424	338	79.7%	0	0.0%	298	70.3%	1	0.2%	278	65.6%	191	45.0%	78	18.4%	261	61.6%	8	1.9%	267	63.0%	3	0.7%
2002	356	285	80.1%	0	0.0%	254	71.3%	0	0.0%	236	66.3%	158	44.4%	72	20.2%	222	62.4%	8	2.2%	227	63.8%	2	0.6%
2003	396	326	82.3%	0	0.0%	288	72.7%	2	0.5%	265	66.9%	203	51.3%	56	14.1%	253	63.9%	5	1.3%	257	64.9%	1	0.3%
2004	400	326	81.5%	0	0.0%	284	71.0%	2	0.5%	268	67.0%	201	50.3%	54	13.5%	249	62.3%	11	2.8%	256	64.0%	5	1.3%
2005	378	309	81.7%	0	0.0%	274	72.5%	1	0.3%	256	67.7%	161	42.6%	77	20.4%	231	61.1%	6	1.6%	234	61.9%	2	0.5%
2006	388	322	83.0%	1	0.3%	290	74.7%	4	1.0%	270	69.6%	184	47.4%	79	20.4%	252	64.9%	6	1.5%	258	66.5%	5	1.3%
*2007	419	326	77.8%	0	0.0%	285	68.0%	2	0.5%	269	64.2%	196	46.8%	66	15.8%	252	60.1%	7	1.7%	258	61.6%	0	0.0%
2008	413	338	81.8%	1	0.2%	293	70.9%	1	0.2%	272	65.9%	183	44.3%	74	17.9%	254	61.5%	6	1.5%	257	62.2%	3	0.7%
*2009	391	308	78.8%	0	0.0%	284	72.6%	1	0.3%	266	68.0%	174	44.5%	81	20.7%	241	61.6%	9	2.3%	247	63.2%	8	2.0%
2010	429	340	79.3%	0	0.0%	309	72.0%	2	0.5%	284	66.2%	204	47.6%	73	17.0%	263	61.3%	8	1.9%	270	62.9%	3	0.7%
*2011	417	340	81.5%	1	0.2%	313	75.1%	2	0.5%	286	68.6%	205	49.2%	74	17.7%	271	65.0%	10	2.4%	275	65.9%	8	1.9%
*2012	390	317	81.3%	1	0.3%	285	73.1%	3	0.8%	260	66.7%	185	47.4%	66	16.9%	238	61.0%	7	1.8%	245	62.8%	1	0.3%
*2013	395	334	84.6%	0	0.0%	302	76.5%	3	0.8%	286	72.4%	219	55.4%	58	14.7%	268	67.8%	5	1.3%	269	68.1%	2	0.5%
*2014	413	359	86.3%	0	0.0%	318	77.0%	2	0.5%	295	71.4%	205	49.6%	76	18.4%	272	65.9%	8	1.9%				
*2015	430	360	83.7%	0	0.0%	319	74.2%	3	0.7%	292	67.9%	191	44.4%	94	21.9%								
2016	418	337	80.6%	0	0.0%	295	70.6%	4	1.0%	276	66.0%												
2017	432	359	83.1%	0	0.0%	316	73.1%																
2018	438	366	83.6%																				
TOTAL	8585	6990	81.4%	4	0.0%	5895	72.4%	39	0.5%	5180	67.1%	3339	45.8%	1386	19.0%	4285	62.4%	129	1.9%	4097	63.5%	51	0.8%

\*Denotes cohort numbers that have been adjusted due to the death of a student. In each case, the number in the cohort has been reduced by one (1995,2007, 2013, & 2015 by 2; 2014 by 3).

NOTE: For all years reported above, the percent retained represents both students who re-enrolled at the beginning of each year as well as those students granted a "leave of absence." Students who do not return from official leaves are not counted as withdrawn until they fail to re-enroll after their leaves.

## HISTORY OF FALL TERM ENTRANTS

### Enrollment History (Retention) of **Transfer** Cohorts

Year	Beginning Cohort	Beginning of 2nd Year		Beginning of 3rd Year				Beginning of 4th Year				Beginning of 5th Year				Beginning of 6th Year				Beginning of 7th Year			
		#	%	Grad(2 yr) #	%	Enrolled #	%	Grad (3 yr) #	%	Enrolled #	%	Grad (4 yr) #	%	Enrolled #	%	Grad (5 yr) #	%	Enrolled #	%	Grad (6 yr) #	%	Enrolled #	%
1998	34	25	73.5%	2	5.9%	21	61.8%	9	26.5%	11	32.4%	17	50.0%	1	2.9%	18	52.9%	0	0.0%	18	52.9%	0	0.0%
1999	55	44	80.0%	3	5.5%	35	63.6%	13	23.6%	24	43.6%	30	54.5%	6	10.9%	32	58.2%	2	3.6%	34	61.8%	0	0.0%
2000	47	35	74.5%	4	8.5%	30	63.8%	15	31.9%	17	36.2%	28	59.6%	4	8.5%	32	68.1%	0	0.0%	32	68.1%	0	0.0%
2001	29	27	93.1%	2	6.9%	23	79.3%	10	34.5%	13	44.8%	17	58.6%	5	17.2%	22	75.9%	0	0.0%	22	75.9%	0	0.0%
2002	24	18	75.0%	1	4.2%	16	66.7%	6	25.0%	9	37.5%	13	54.2%	0	0.0%	14	58.3%	0	0.0%	14	58.3%	0	0.0%
2003	22	19	86.4%	1	4.5%	18	81.8%	8	36.4%	9	40.9%	15	68.2%	2	9.1%	16	72.7%	1	4.5%	17	77.3%	0	0.0%
2004	24	17	70.8%	2	8.3%	14	58.3%	8	33.3%	8	33.3%	14	58.3%	1	4.2%	15	62.5%	0	0.0%	15	62.5%	0	0.0%
2005	27	23	85.2%	0	0.0%	22	81.5%	7	25.9%	14	51.9%	18	66.7%	3	11.1%	19	70.4%	2	7.4%	20	74.1%	1	3.7%
2006	21	19	90.5%	1	4.8%	17	81.0%	4	19.0%	13	61.9%	13	61.9%	4	19.0%	17	81.0%	0	0.0%	17	81.0%	0	0.0%
2007	21	15	71.4%	0	0.0%	14	66.7%	4	19.0%	11	52.4%	10	47.6%	2	9.5%	11	52.4%	2	9.5%	13	61.9%	0	0.0%
**2008	26	20	76.9%	1	3.8%	17	65.4%	3	11.5%	15	57.7%	15	57.7%	3	11.5%	16	61.5%	1	3.8%	20	76.9%	0	0.0%
2009	28	23	82.1%	0	0.0%	21	75.0%	6	21.4%	15	53.6%	17	60.7%	3	10.7%	20	71.4%	0	0.0%	20	71.4%	0	0.0%
2010	77	69	89.6%	5	6.5%	56	72.7%	28	36.4%	30	39.0%	53	68.8%	7	9.1%	57	74.0%	2	2.6%	59	76.6%	0	0.0%
2011	101	80	79.2%	4	4.0%	69	68.3%	27	26.7%	40	39.6%	56	55.4%	5	5.0%	62	61.4%	2	2.0%	64	63.4%	0	0.0%
2012	47	37	78.7%	2	4.3%	33	70.2%	17	36.2%	16	34.0%	30	63.8%	3	6.4%	33	70.2%	0	0.0%	33	70.2%	0	0.0%
2013	42	35	83.3%	5	11.9%	30	71.4%	18	42.9%	17	40.5%	33	78.6%	2	4.8%	35	83.3%	0	0.0%	35	83.3%	0	0.0%
2014	46	36	78.3%	2	4.3%	29	63.0%	12	26.1%	18	39.1%	25	54.3%	3	6.5%	27	58.7%	0	0.0%				
2015	49	42	85.7%	1	2.0%	38	77.6%	16	32.7%	21	42.9%	34	69.4%	2	4.1%								
2016	48	42	87.5%	1	2.1%	36	75.0%	18	37.5%	19	39.6%												
2017	53	49	92.5%	1	1.9%	46	86.8%																
2018	56	50	89.3%																				
TOTAL	877	725	82.7%	38	4.6%	585	71.3%	229	29.8%	320	41.7%	438	60.8%	56	7.8%	446	66.5%	12	1.8%	433	69.3%	1	0.2%

\*Denotes cohort numbers that have been adjusted due to the death of a student. In each case, the number in the cohort has been reduced by one.

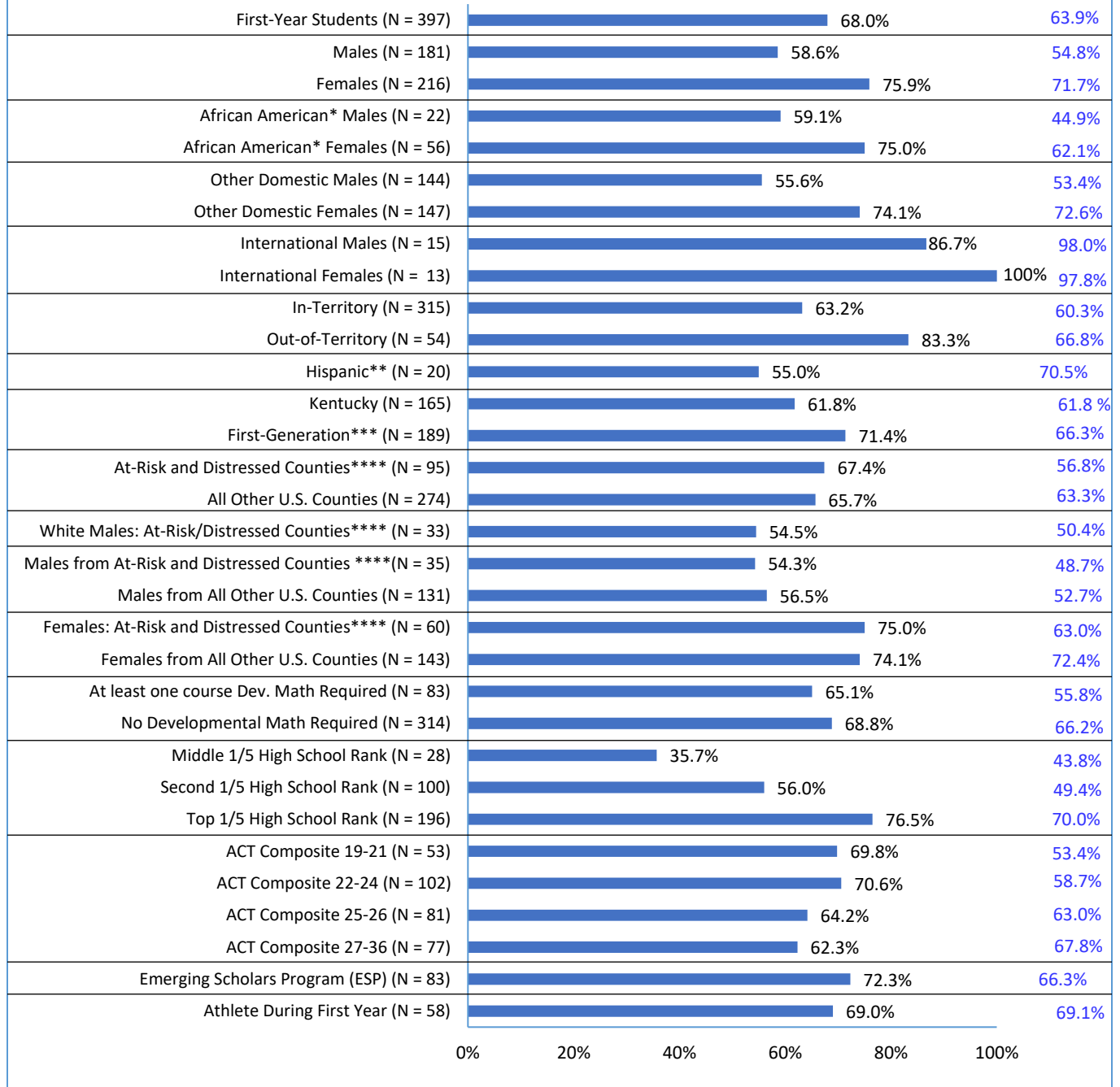
\*\*One student graduated in May of their first year.

NOTE: For all years reported above, the percent retained represents both students who re-enrolled at the beginning of each year as well as those students granted a "leave of absence." Students who do not return from official leaves are not counted as withdrawn until they fail to re-enroll after their leaves.

# Graduation

# Graduation Highlights

## Most Recent 6-Year Graduation Rate for 2013 First-Year Students (Prior Three-Year Average - 2010, 2011, and 2012 First-Year Students)



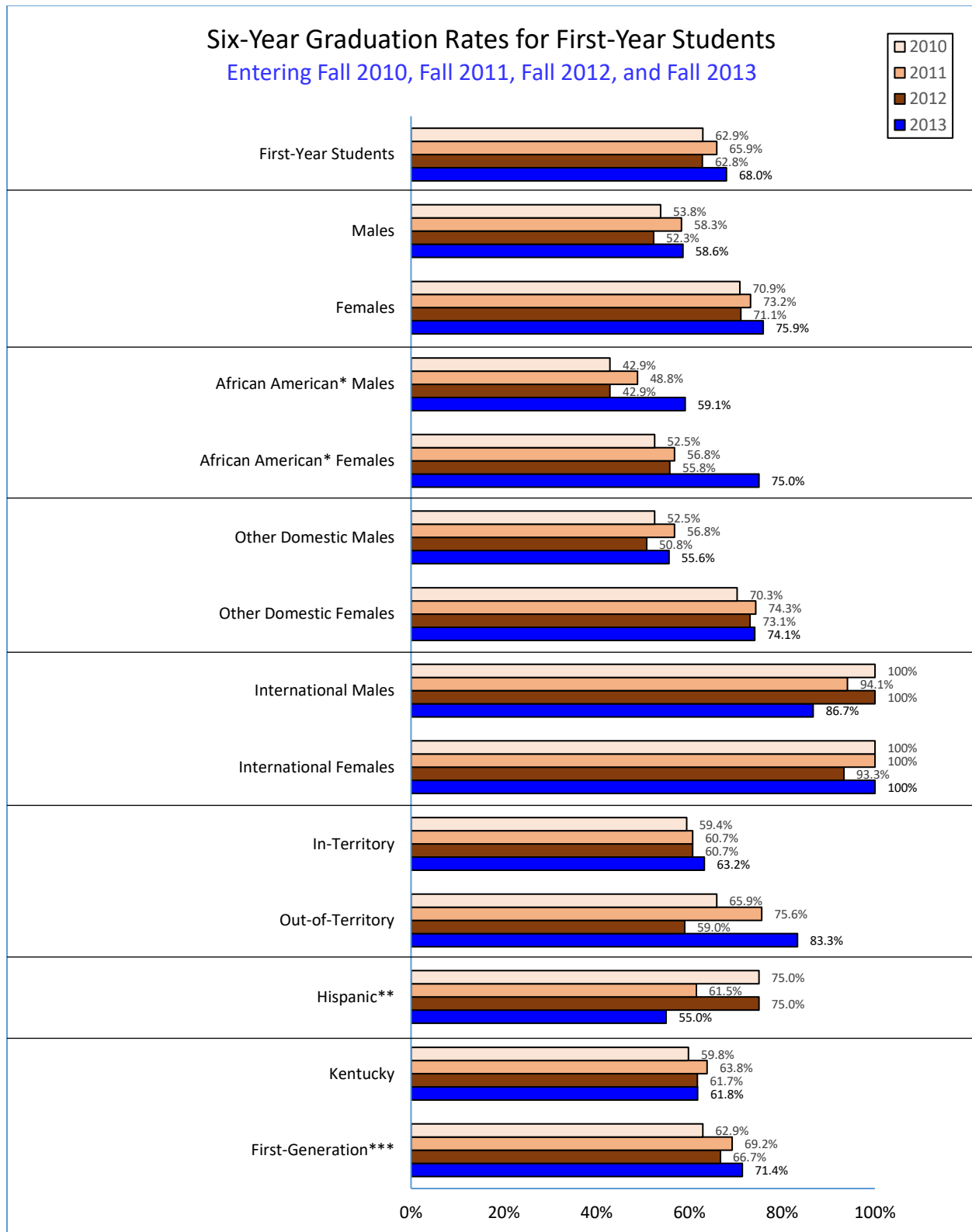
\*Students who identified themselves as "Black or African American" alone or in combination with another race.

\*\*Domestic students who chose "Hispanic or Latino or Spanish Origin" as their ethnicity (regardless of the race they indicated). This does NOT include F-1 International Students.

\*\*\*First Generation is defined as, "neither parent/guardian has completed a college degree."

\*\*\*\*These are designations given to Appalachian counties from the Appalachian Regional Commission. Distressed counties are the most economically depressed counties (worst 10%). At-Risk counties are those at risk of becoming economically distressed (worst 10-25%).

# Four-Year Graduation Trends, Page 1 of 2

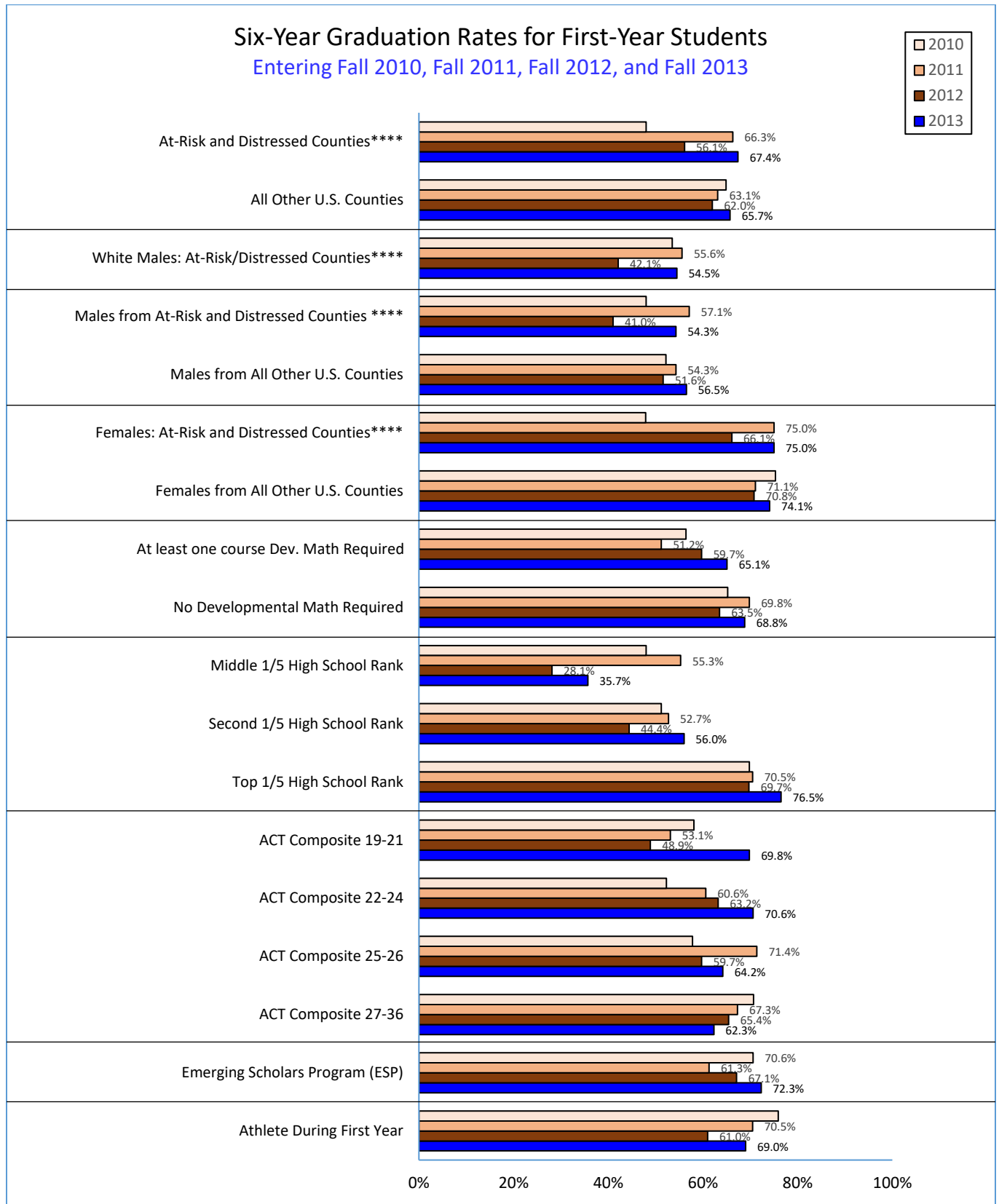


\*Students who identified themselves as "Black or African American" alone or in combination with another race.

\*\*Domestic students who chose "Hispanic or Latino or Spanish Origin" as their ethnicity (regardless of the race they indicated). This does NOT include F-1 International Students.

\*\*\*First Generation is defined as, "neither parent/guardian has completed a college degree."

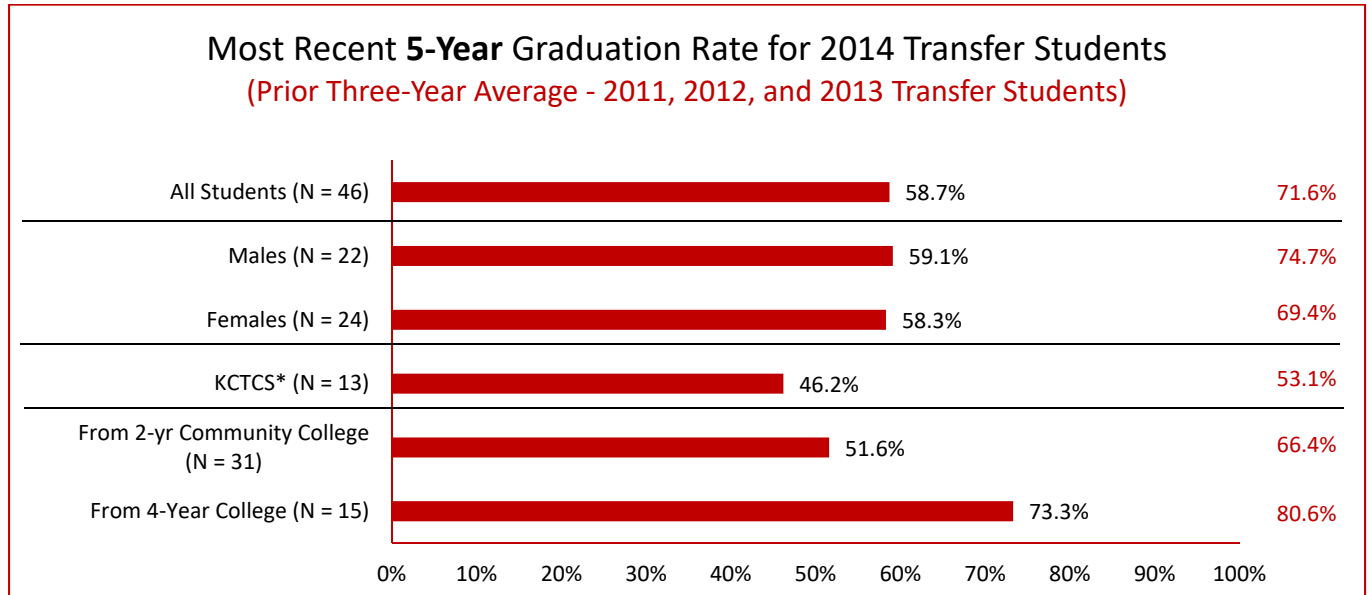
# Four-Year Graduation Trends, Page 2 of 2



\*\*\*\*These are designations given to Appalachian counties from the Appalachian Regional Commission. Distressed counties are the most economically depressed counties (worst 10%). At-Risk counties are those at risk of becoming economically distressed (worst 10-25%).

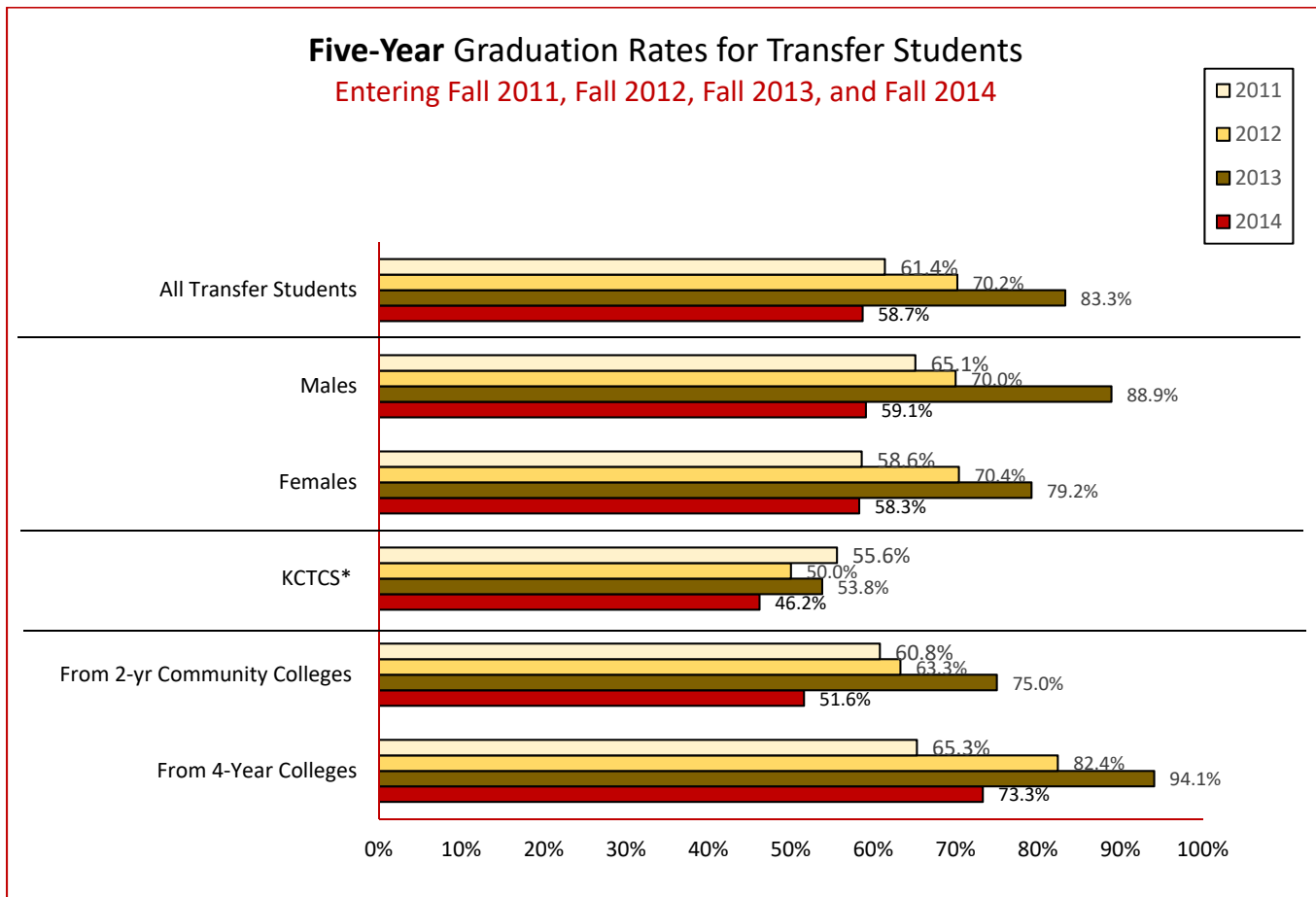


# Graduation Highlights: Transfer Students



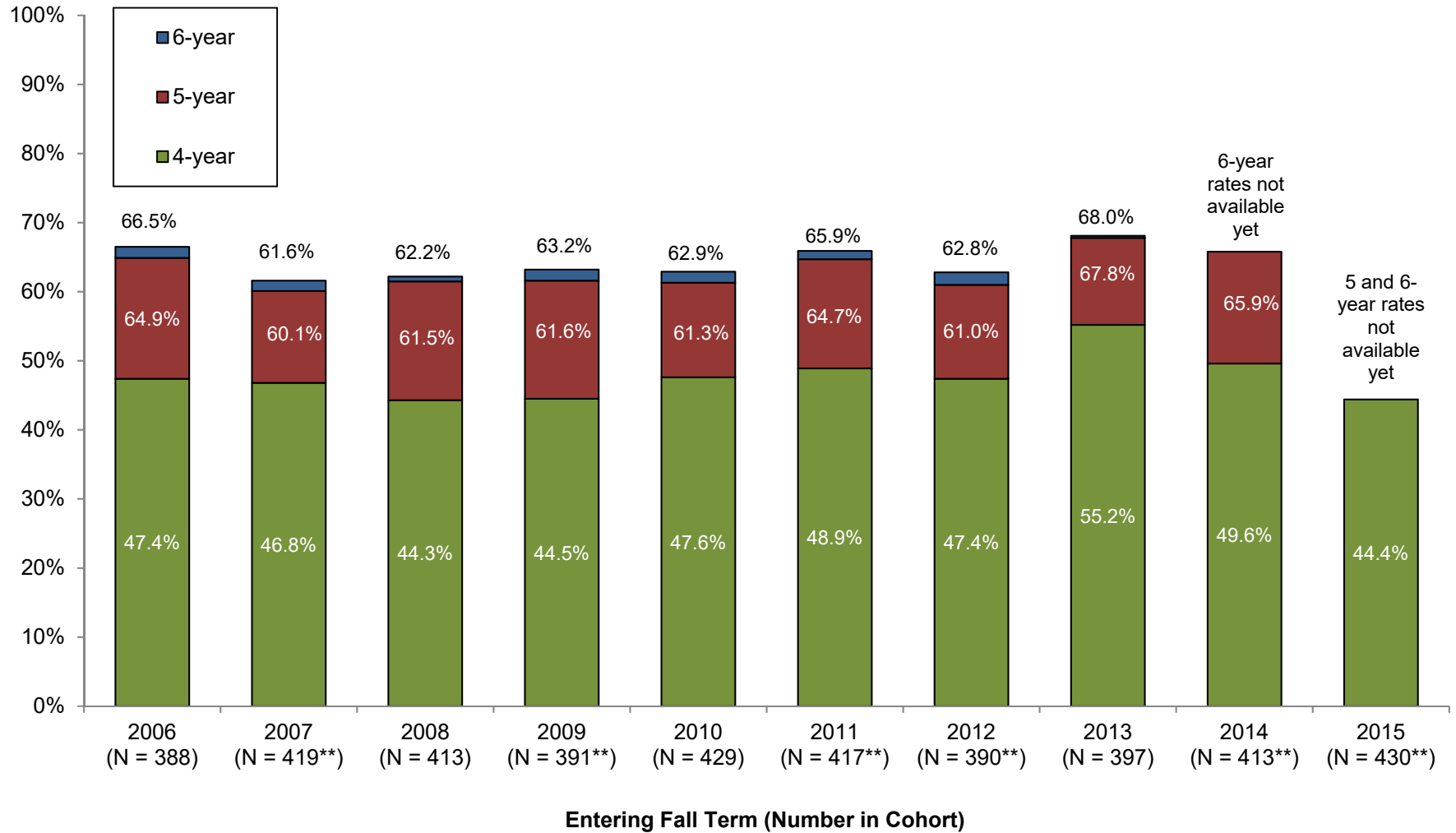
\*Students who transferred from the Kentucky Community and Technical College Systems (KCTCS).

# Four-Year Graduation Trends



\*Students who transferred from the Kentucky Community and Technical College Systems (KCTCS).

## GRADUATION RATES\* FOR FIRST-YEAR STUDENTS

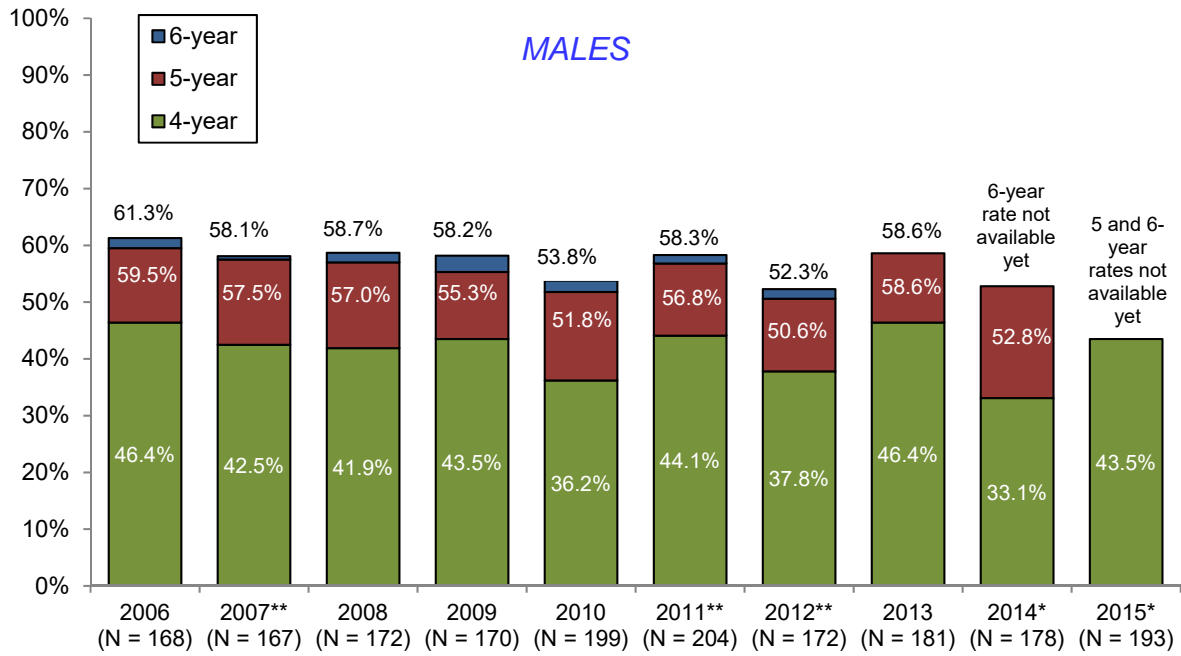


\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

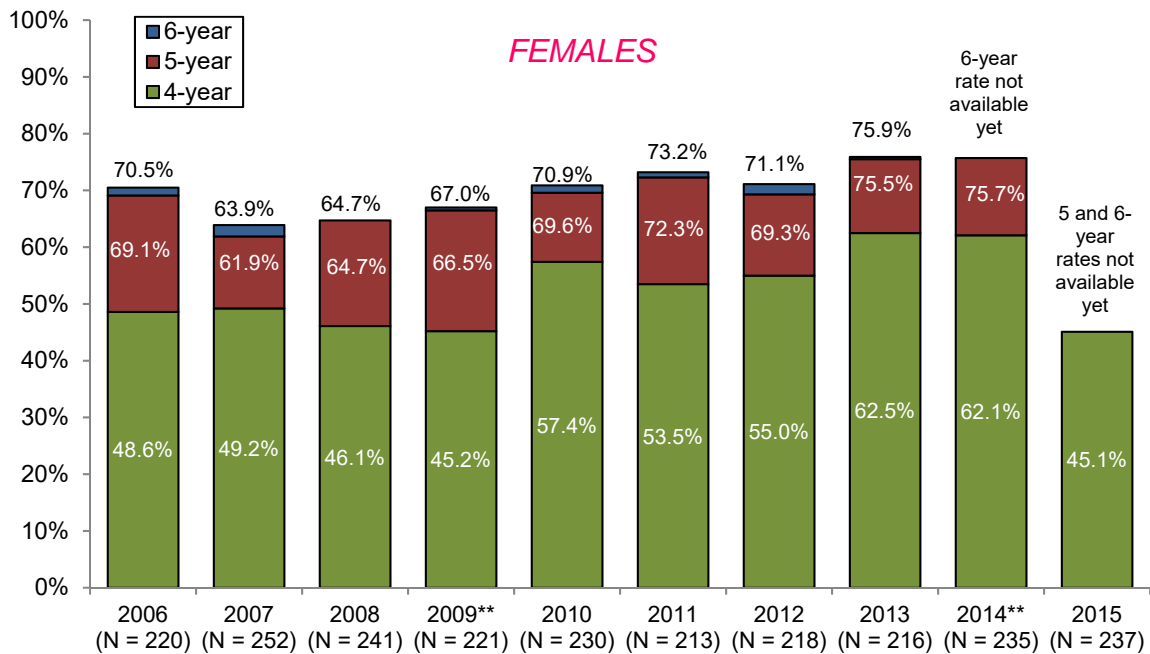
\*\*Denotes cohort numbers that have been reduced by one due to the death of a student. (2007 and 2015 were reduced by 2; 2014 reduced by 3.)

Source: Office of Institutional Research and Assessment, September 2019

## GRADUATION RATES\* FOR FIRST-YEAR STUDENTS BY SEX



### Entering Fall Term (Number in Cohort)

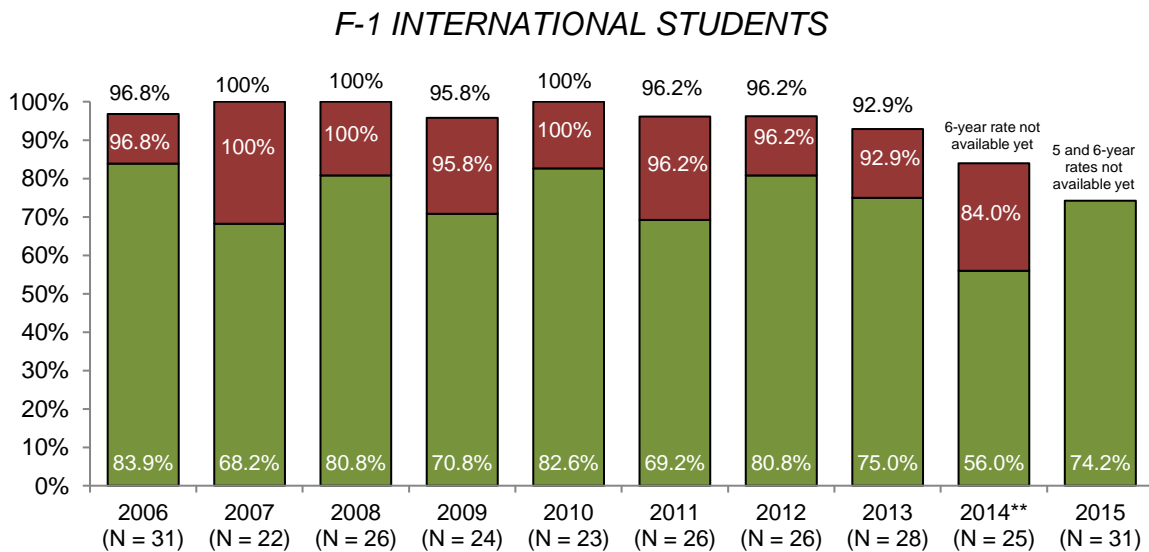
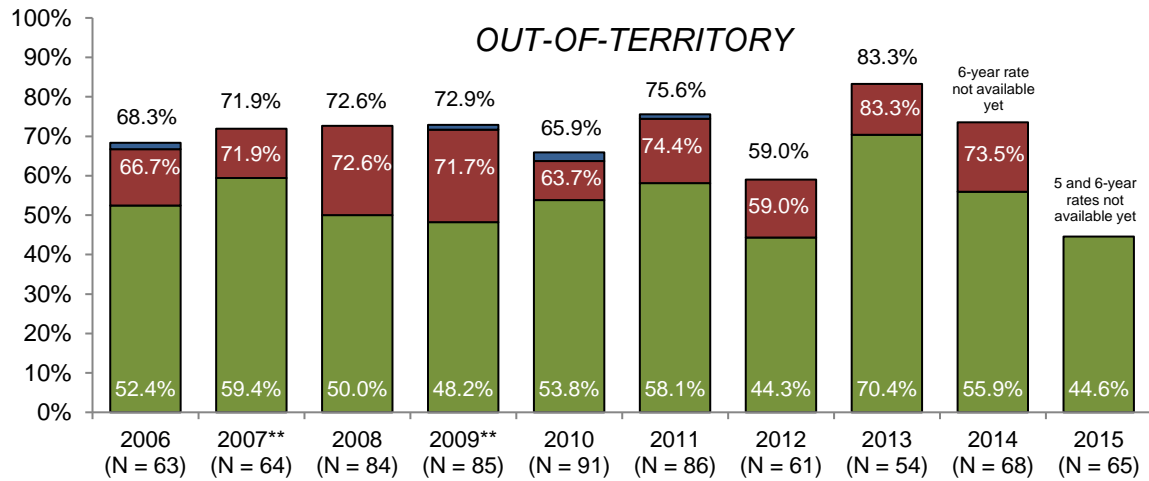
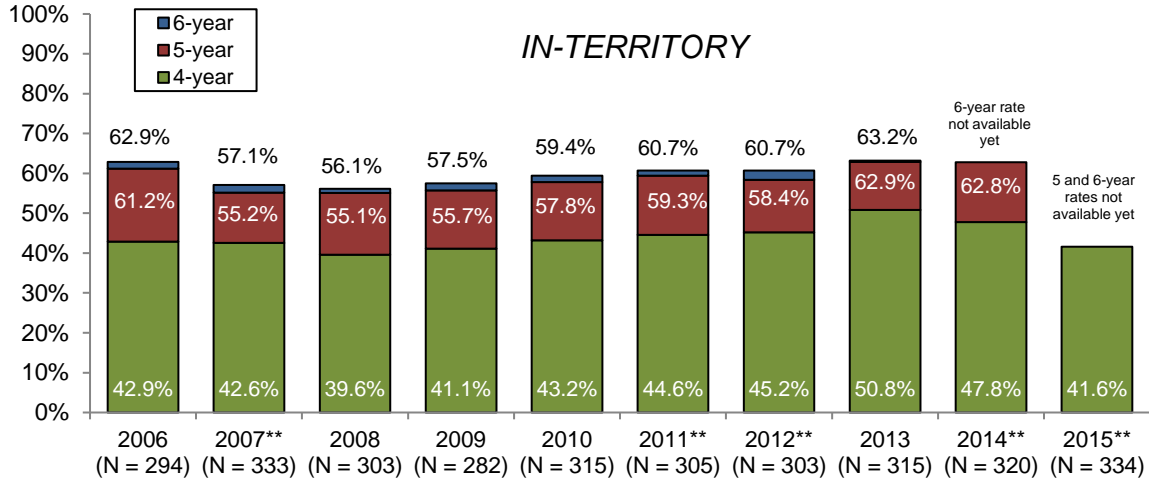


### Entering Fall Term (Number in Cohort)

\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

\*\*Denotes cohort number that has been reduced by one due to the death of a student (2007 has been reduced by two; 2014 females and 2015 males have been reduced by two)

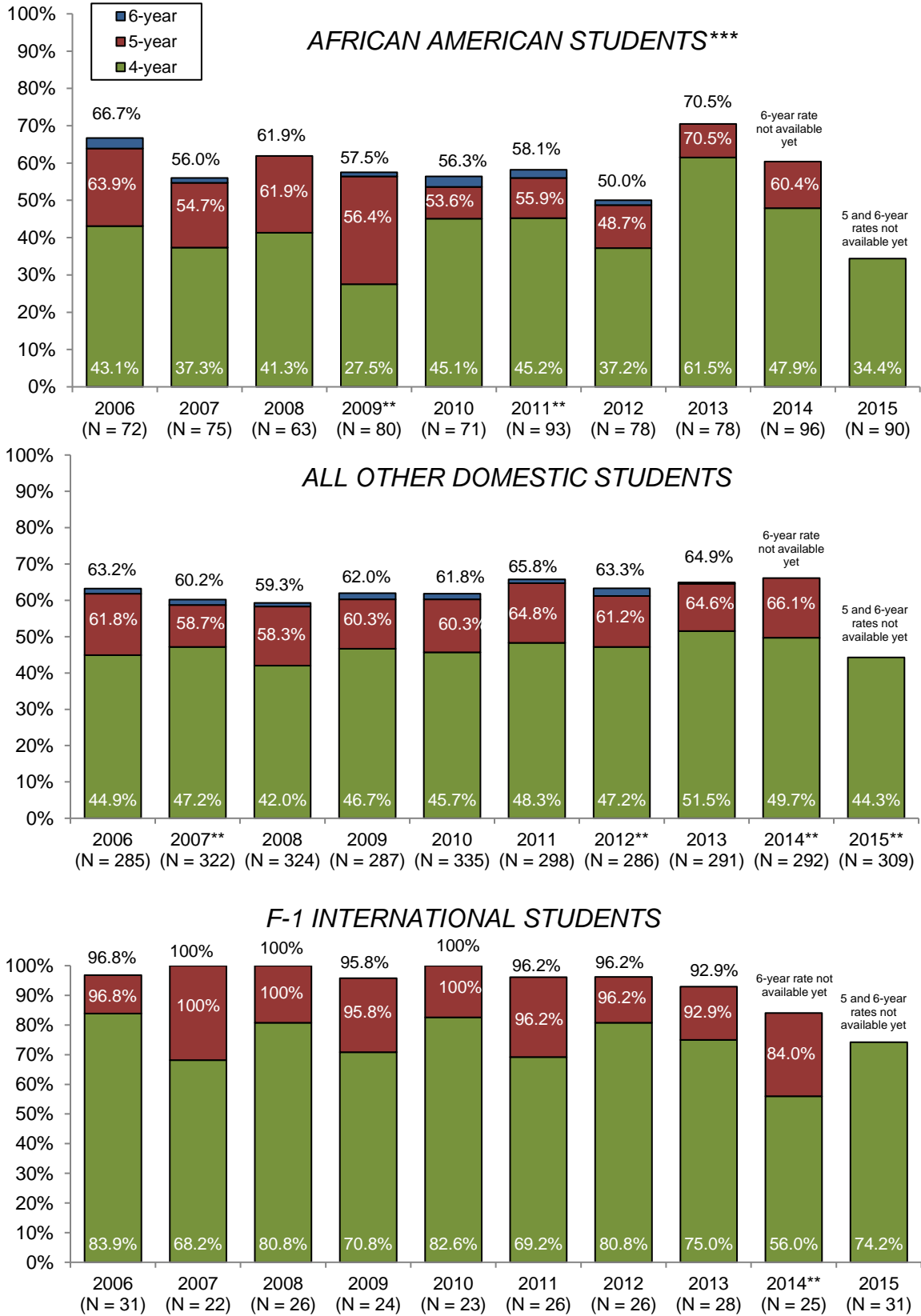
# GRADUATION RATES\* FOR FIRST-YEAR STUDENTS BY TERRITORY



\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

\*\* Denotes cohort number that has been reduced by one due to the death of a student (2014 international and 2015 in-territory by 2.)

## GRADUATION RATES\* FOR FIRST-YEAR STUDENTS BY COHORT TYPE

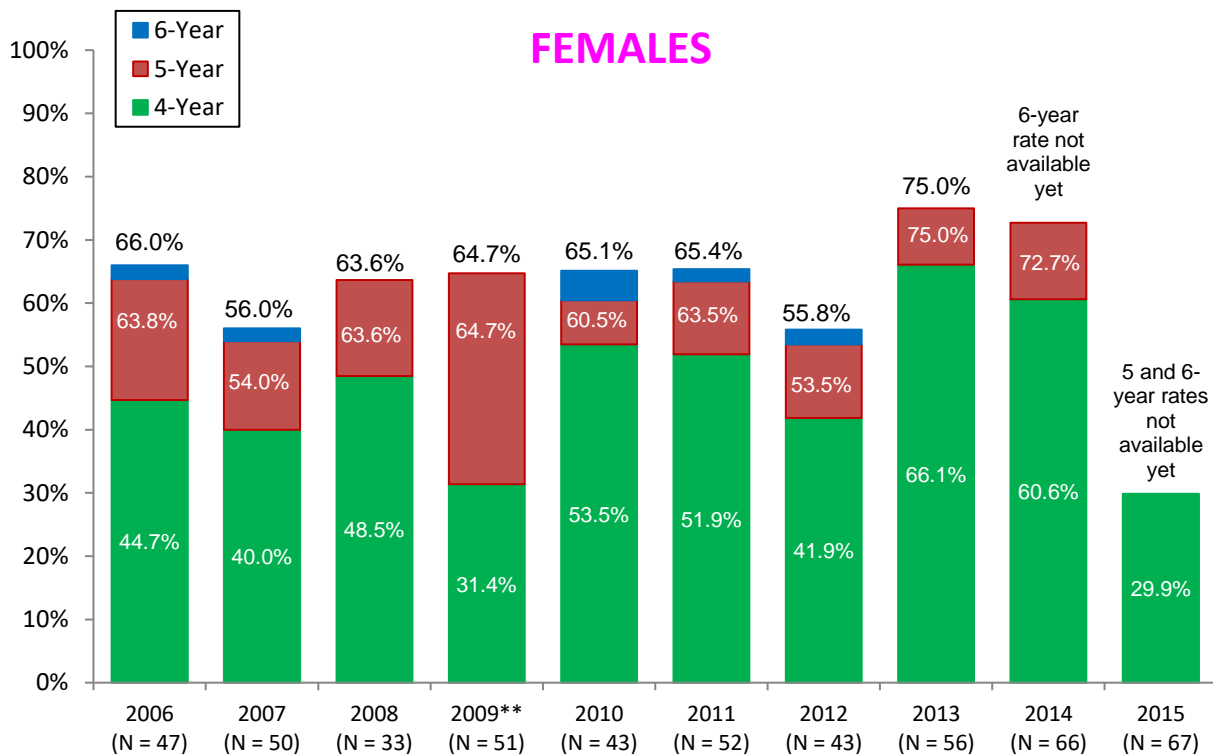
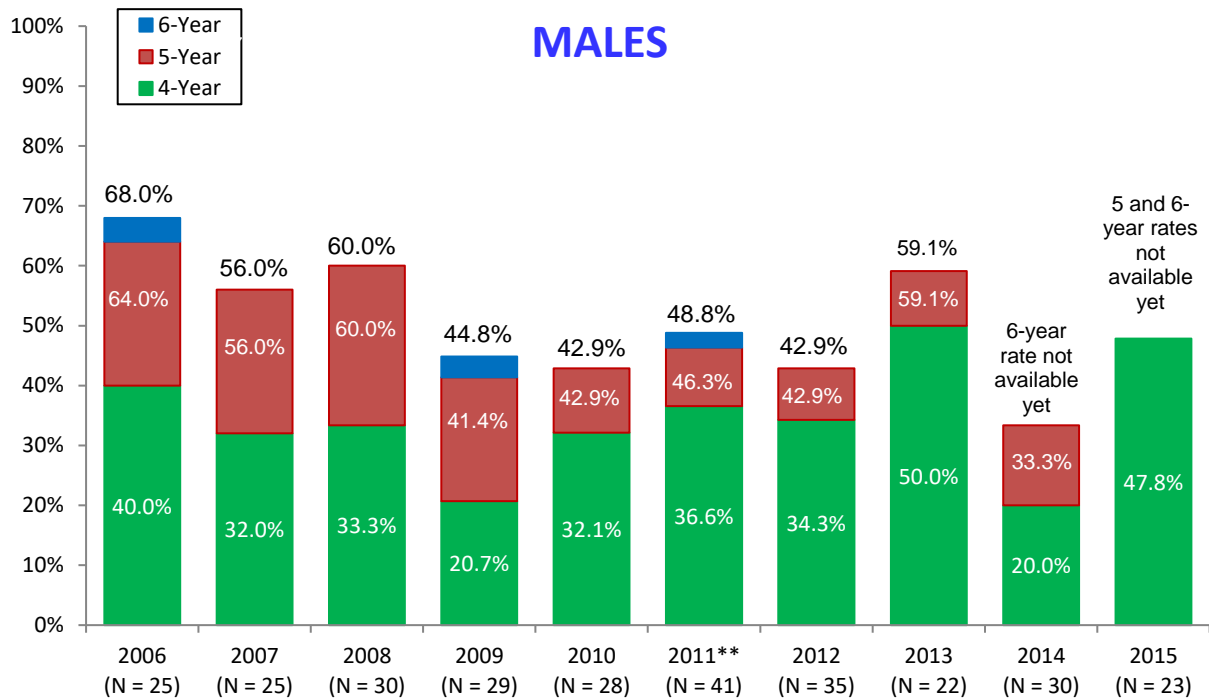


\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

\*\*Denotes cohort number that has been reduced by one due to the death of a student (2007 other domestic, 2014 international, and 2015 other domestic by two.)

\*\*\*Students who identified themselves as "Black or African American" alone or in combination with another race.

## GRADUATION RATES\* FOR FIRST-YEAR **AFRICAN AMERICAN\*\*\*** STUDENTS BY SEX

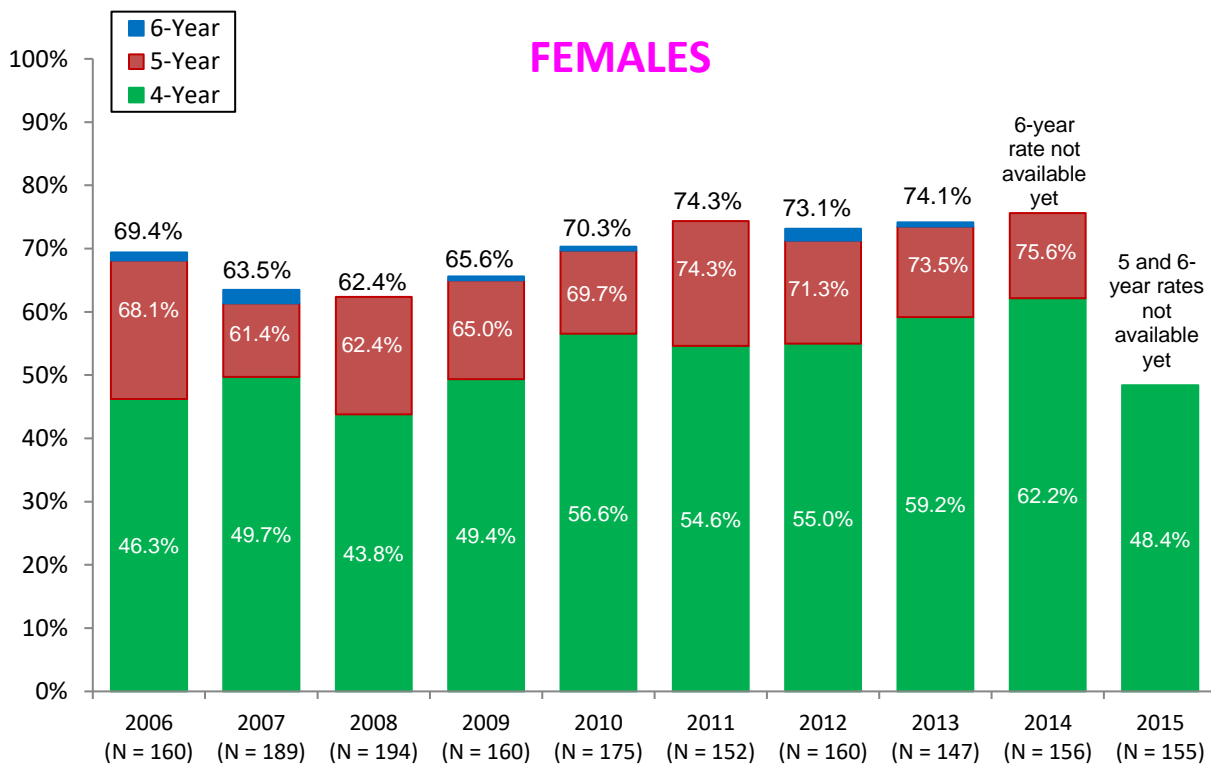
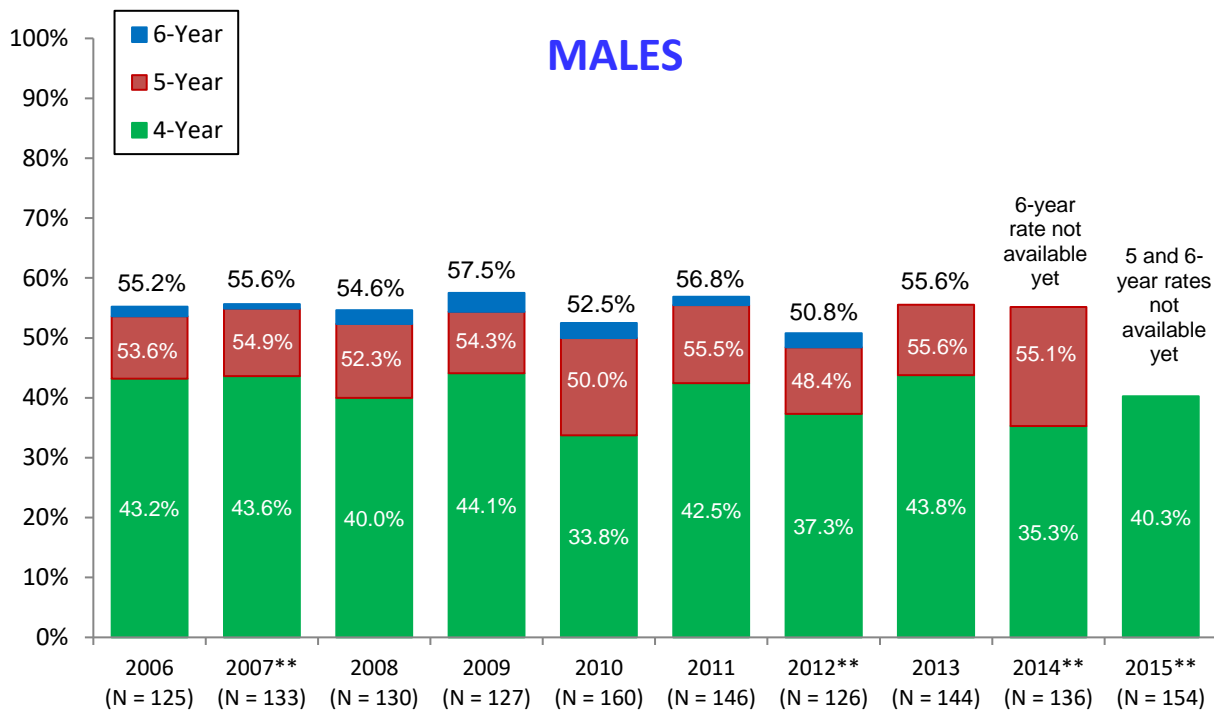


\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

\*\*Denotes cohort number that has been reduced by one due to the death of a student.

\*\*\*Students who identified themselves as "Black or African American" alone or in combination with another race.

## GRADUATION RATES\* FOR FIRST-YEAR OTHER DOMESTIC STUDENTS BY SEX

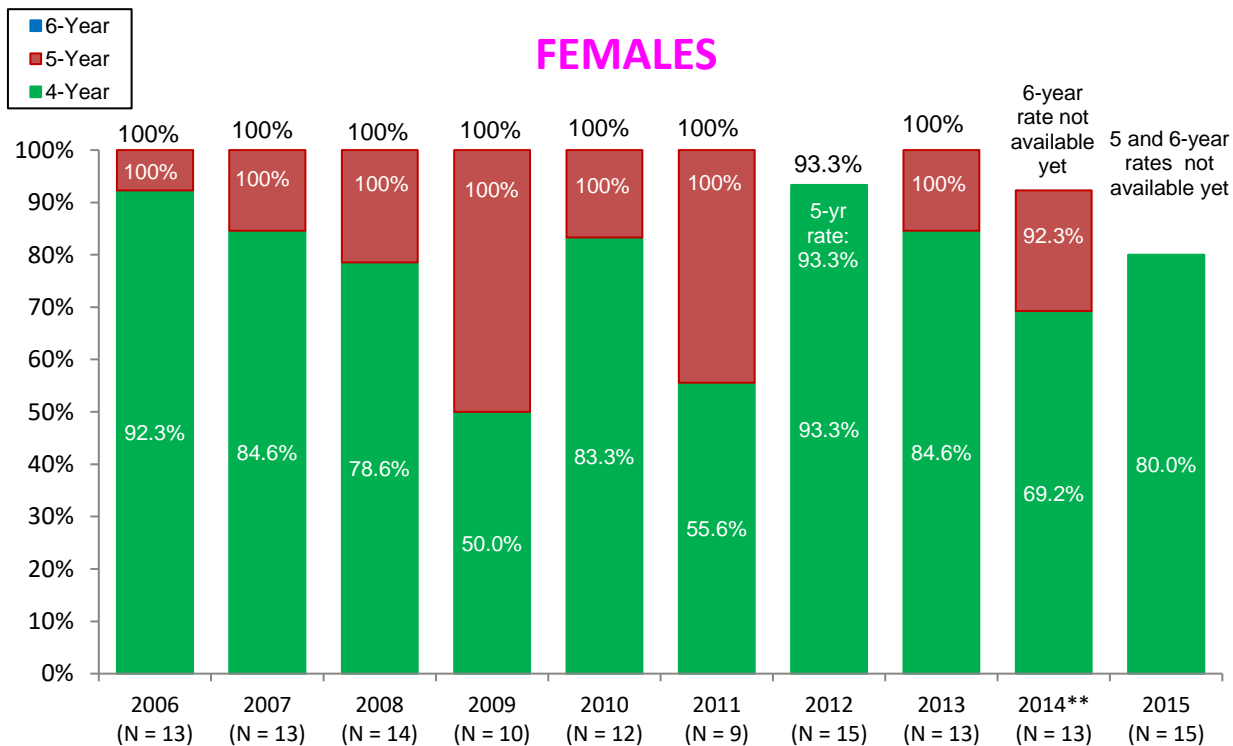
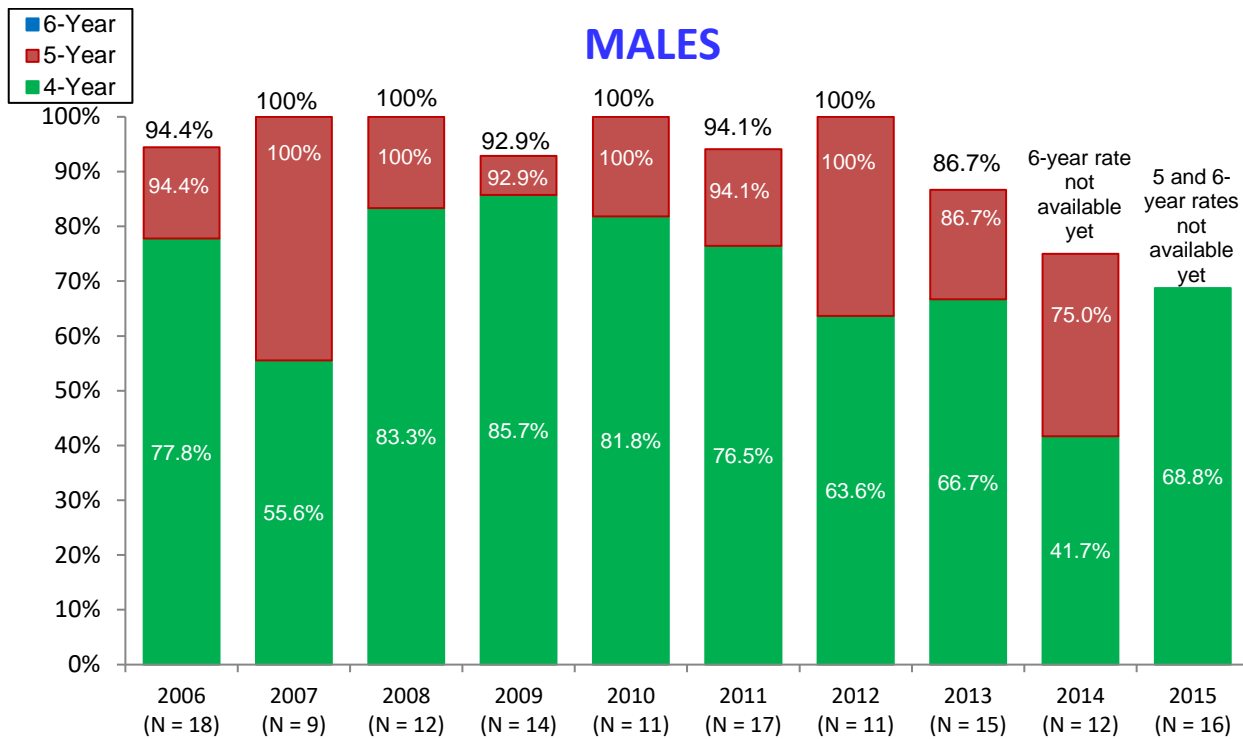


\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

\*\*Denotes cohort number that has been reduced by one due to the death of a student (2007, 2012, and 2015 reduced by 2).



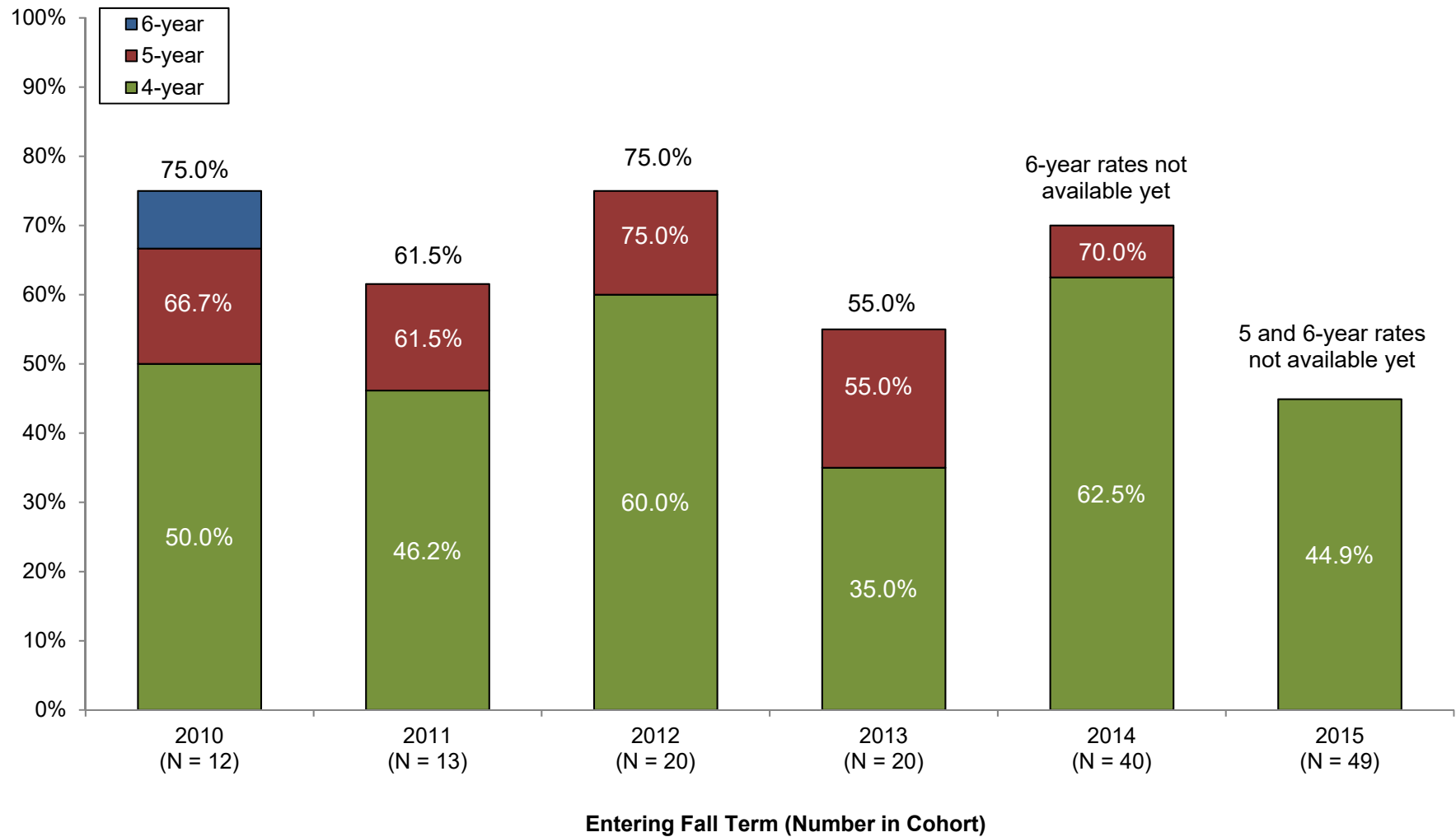
## GRADUATION RATES\* FOR FIRST-YEAR F-1 INTERNATIONAL STUDENTS BY SEX



\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

\*\*Denotes cohort numbers that have been reduced by two due to the death of students.

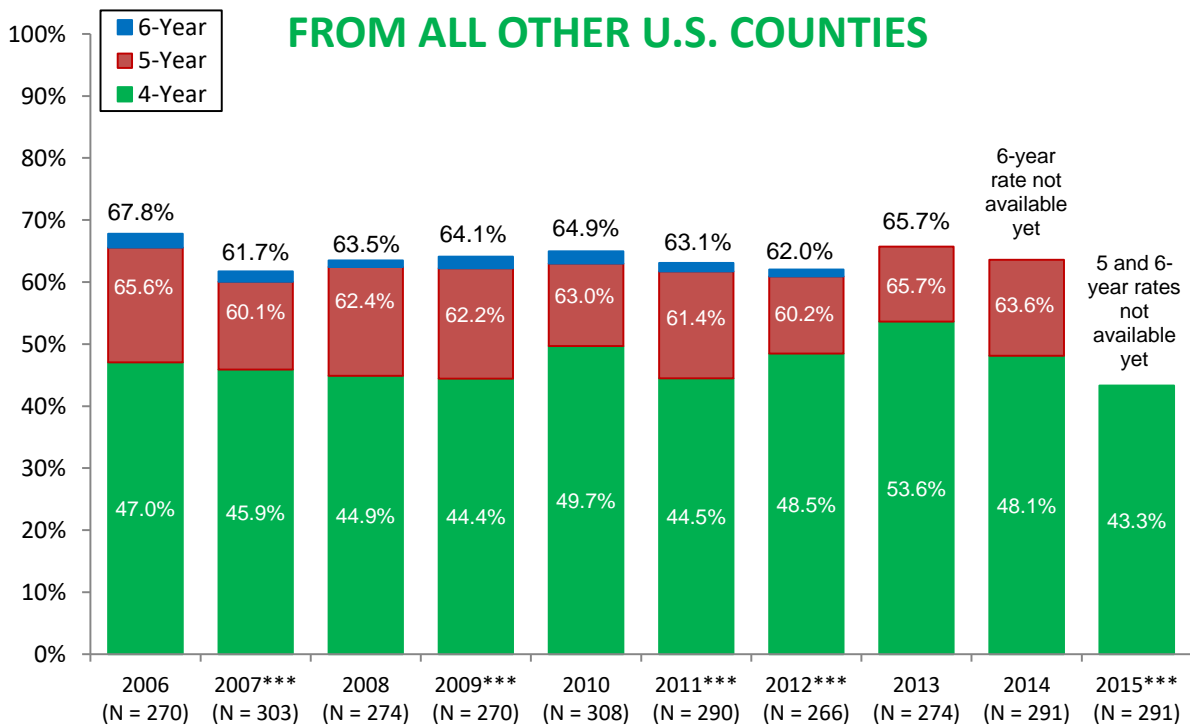
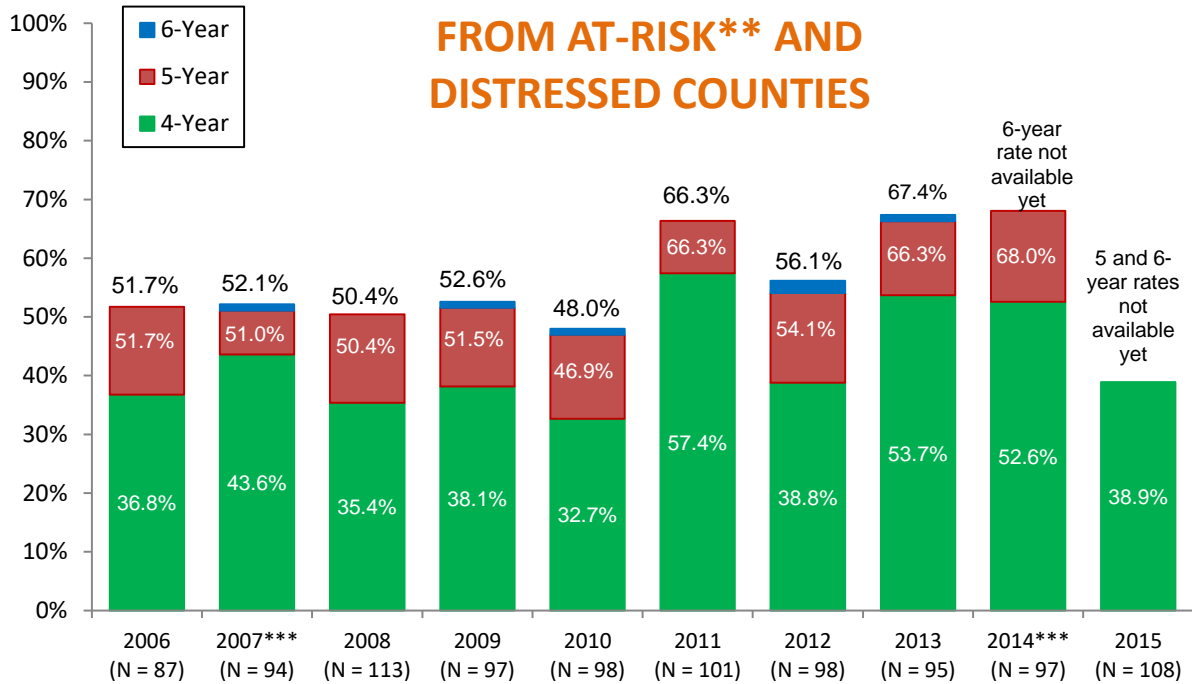
## GRADUATION RATES\* FOR FIRST-YEAR **HISPANIC\*\*** STUDENTS



\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

\*\*Domestic students who chose "Hispanic or Latino or Spanish Origin" as their ethnicity (regardless of the race they indicated). This does NOT include F-1 International Students.

**GRADUATION RATES\* FOR DOMESTIC FIRST-YEAR STUDENTS  
BY COUNTY DESIGNATION**

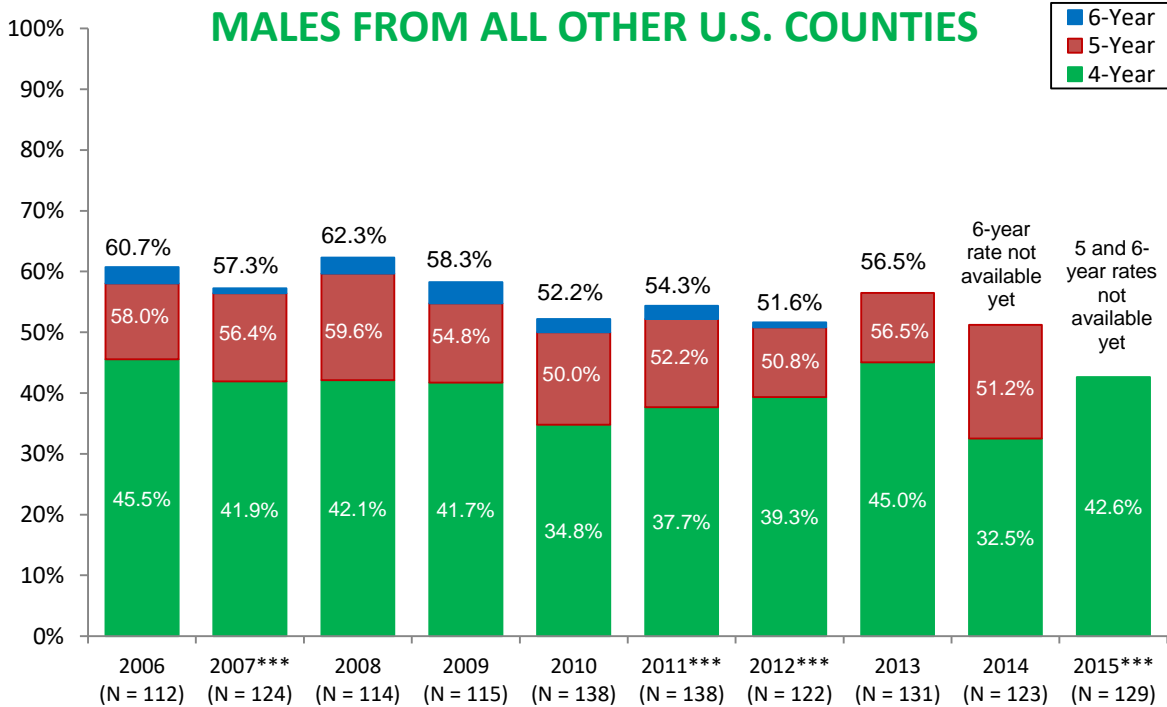
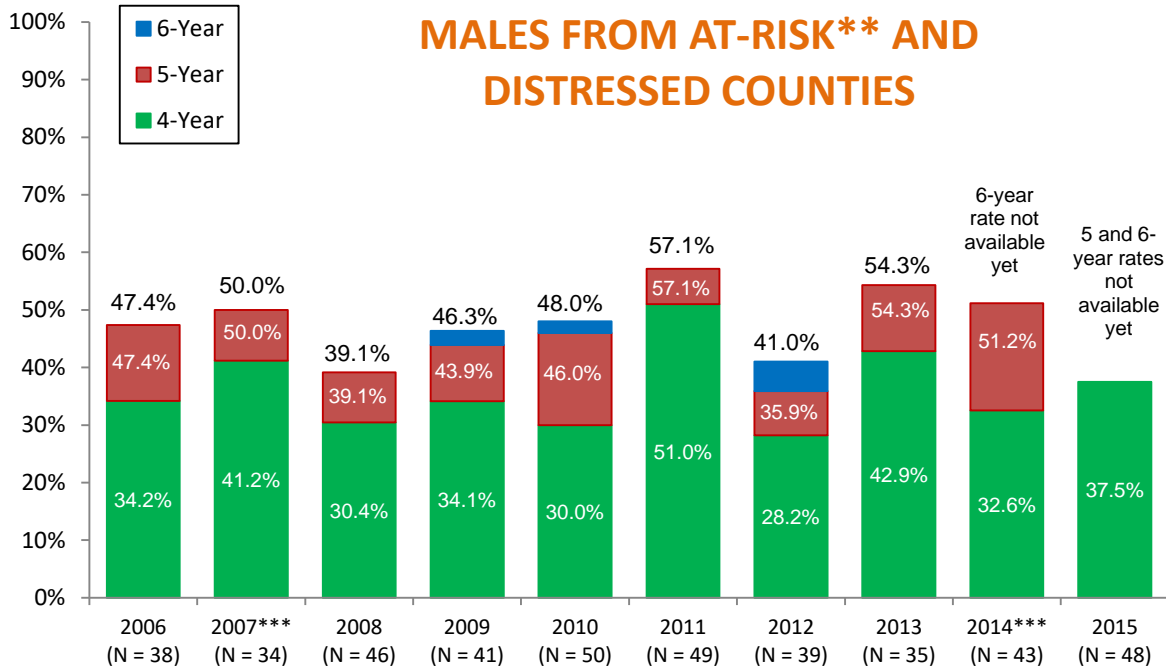


\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

\*\*The county designation, "At-Risk," was added to the Appalachian Regional Commission's designations in Fiscal Year 2006.

\*\*\*Denotes cohort numbers that have been reduced by one due to the death of a student (2015 by 2).

**GRADUATION RATES\* FOR DOMESTIC FIRST-YEAR MALES  
BY COUNTY DESIGNATION**

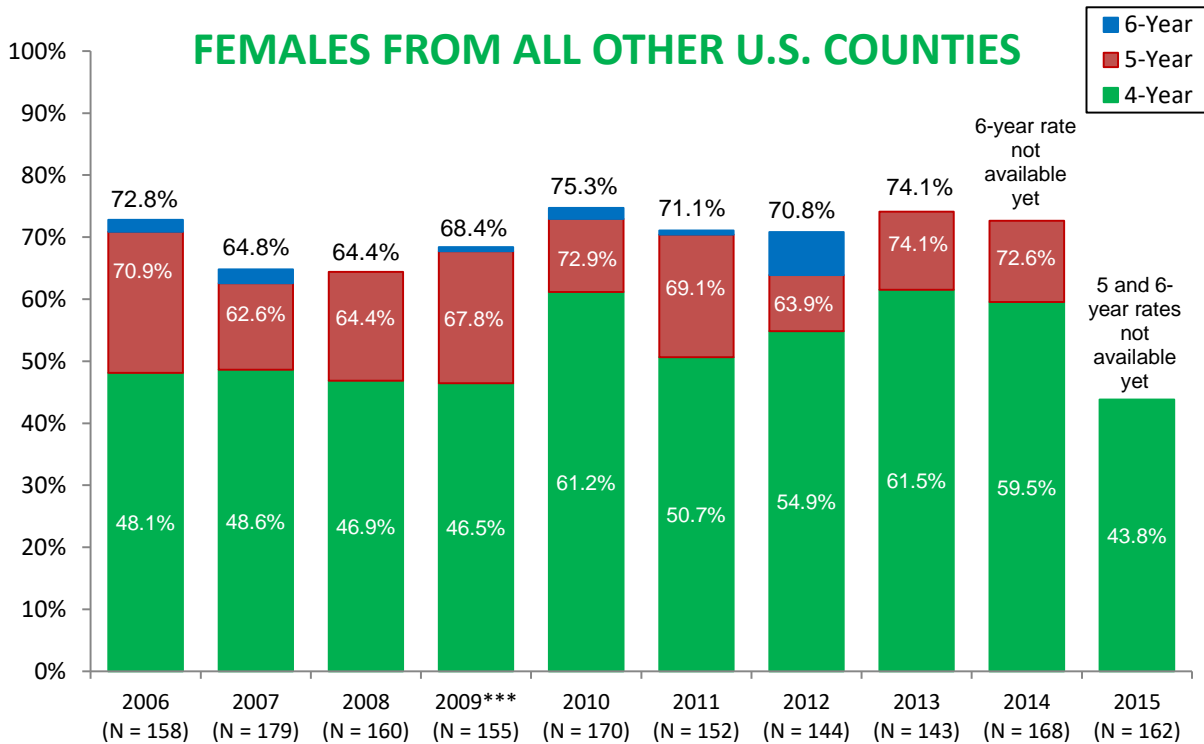
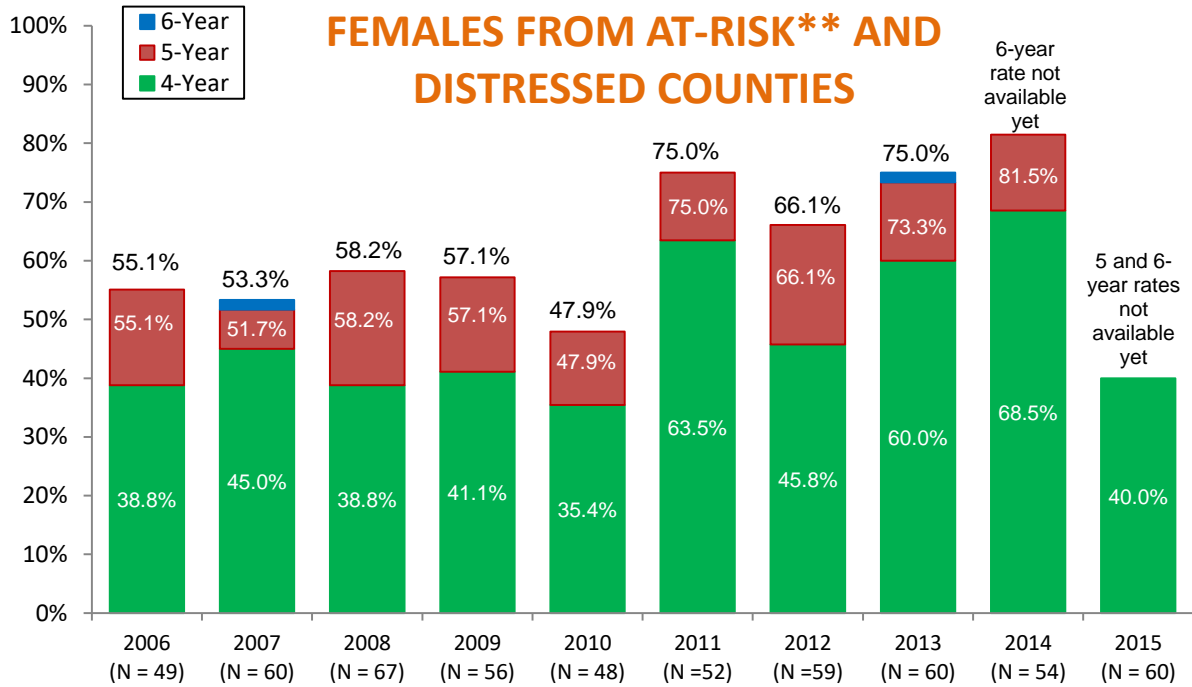


\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

\*\*The county designation, "At-Risk," was added to the Appalachian Regional Commission's designations in Fiscal Year 2006.

\*\*\*Denotes cohort numbers that have been reduced by one due to the death of a student (2015 by 2).

**GRADUATION RATES\* FOR DOMESTIC FIRST-YEAR FEMALES  
BY COUNTY DESIGNATION**

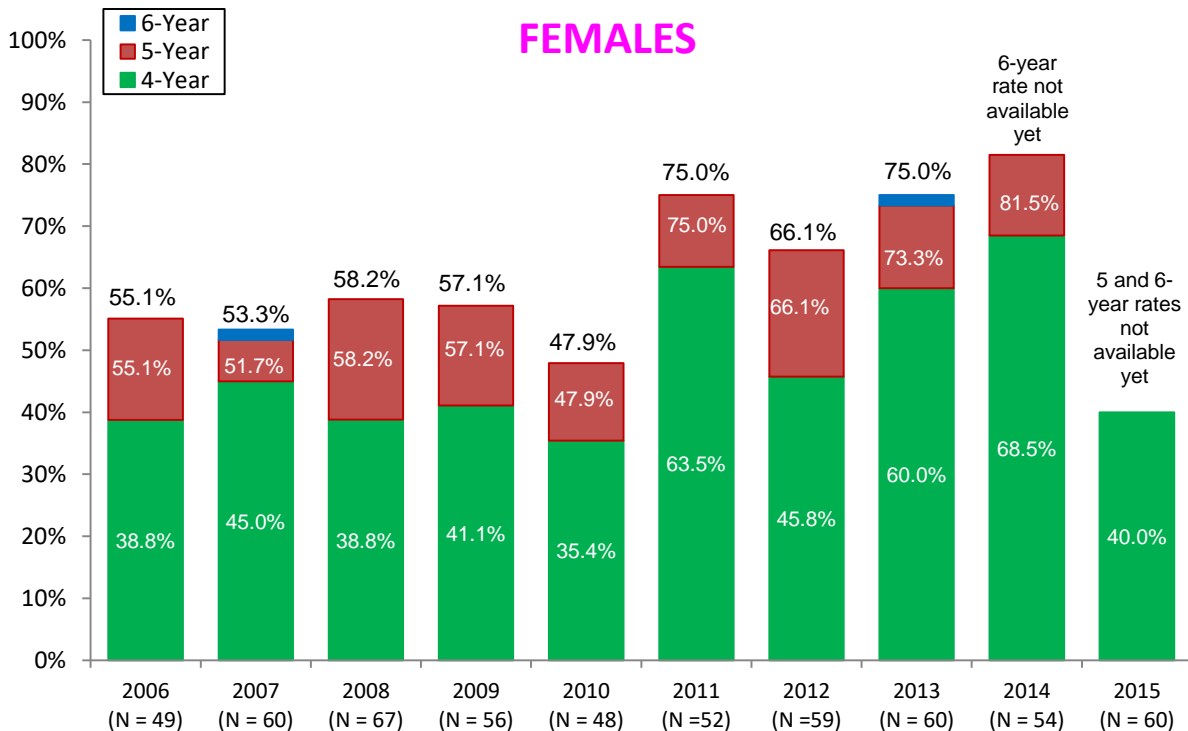
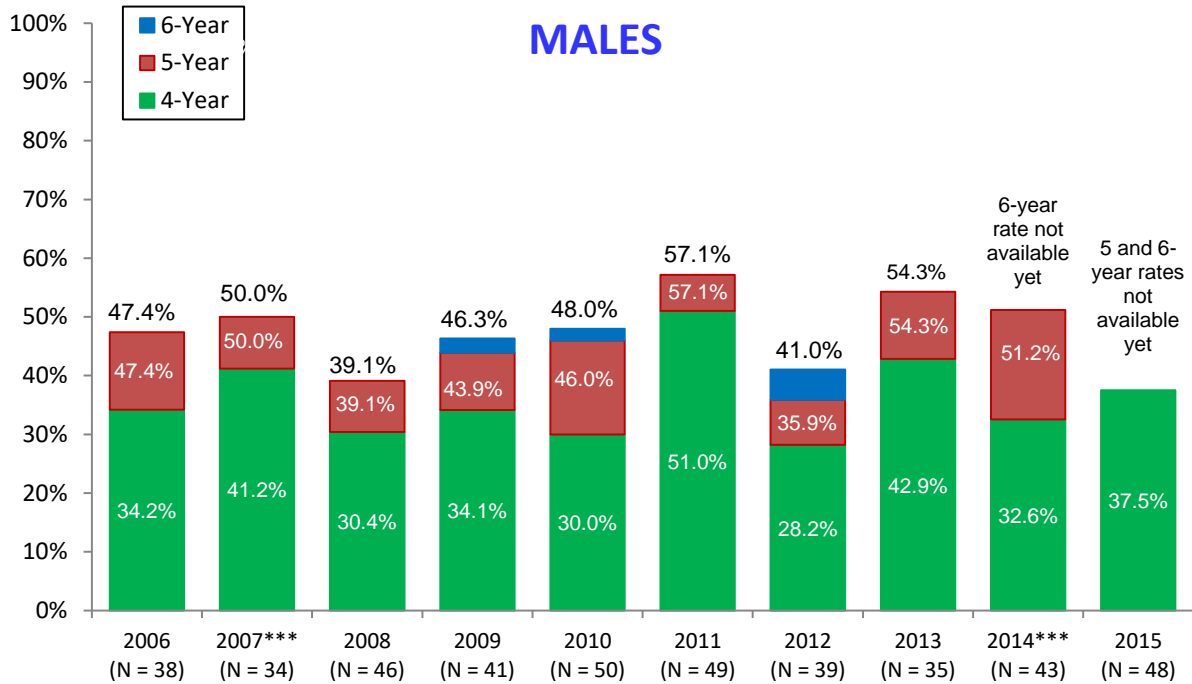


\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

\*\*The county designation, "At-Risk," was added to the Appalachian Regional Commission's designations in Fiscal Year 2006.

\*\*\*Denotes cohort numbers that have been reduced by one due to the death of a student.

**GRADUATION RATES\* FOR DOMESTIC FIRST-YEAR STUDENTS  
FROM AT-RISK\* AND DISTRESSED APPALACHIAN COUNTIES BY SEX**

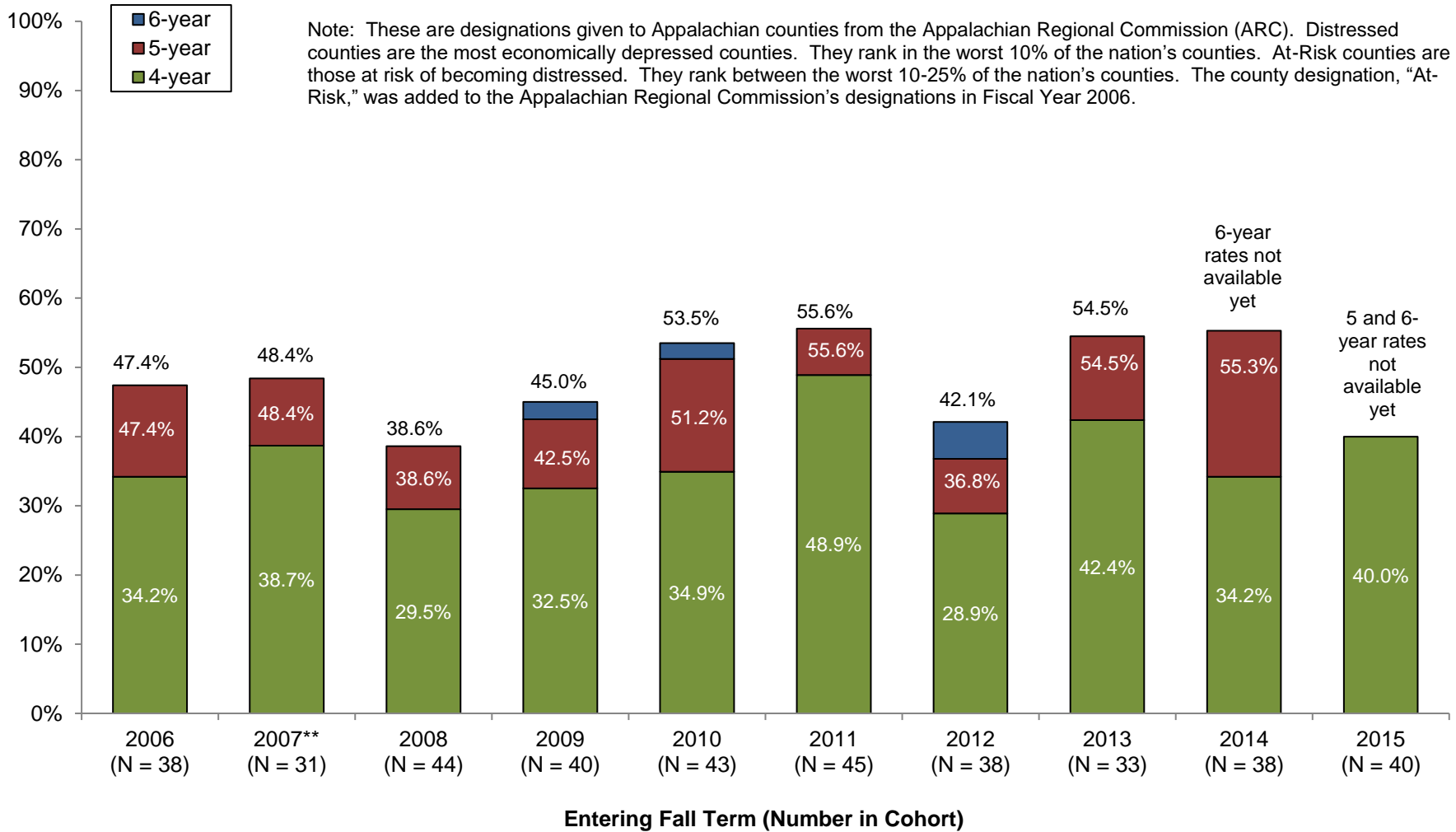


\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

\*\*The county designation, "At-Risk," was added to the Appalachian Regional Commission's designations in Fiscal Year 2006.

\*\*\*Denotes cohort numbers that have been reduced by one due to the death of a student.

## GRADUATION RATES\* FOR FIRST-YEAR WHITE MALES FROM AT-RISK AND DISTRESSED APPALACHIAN COUNTIES

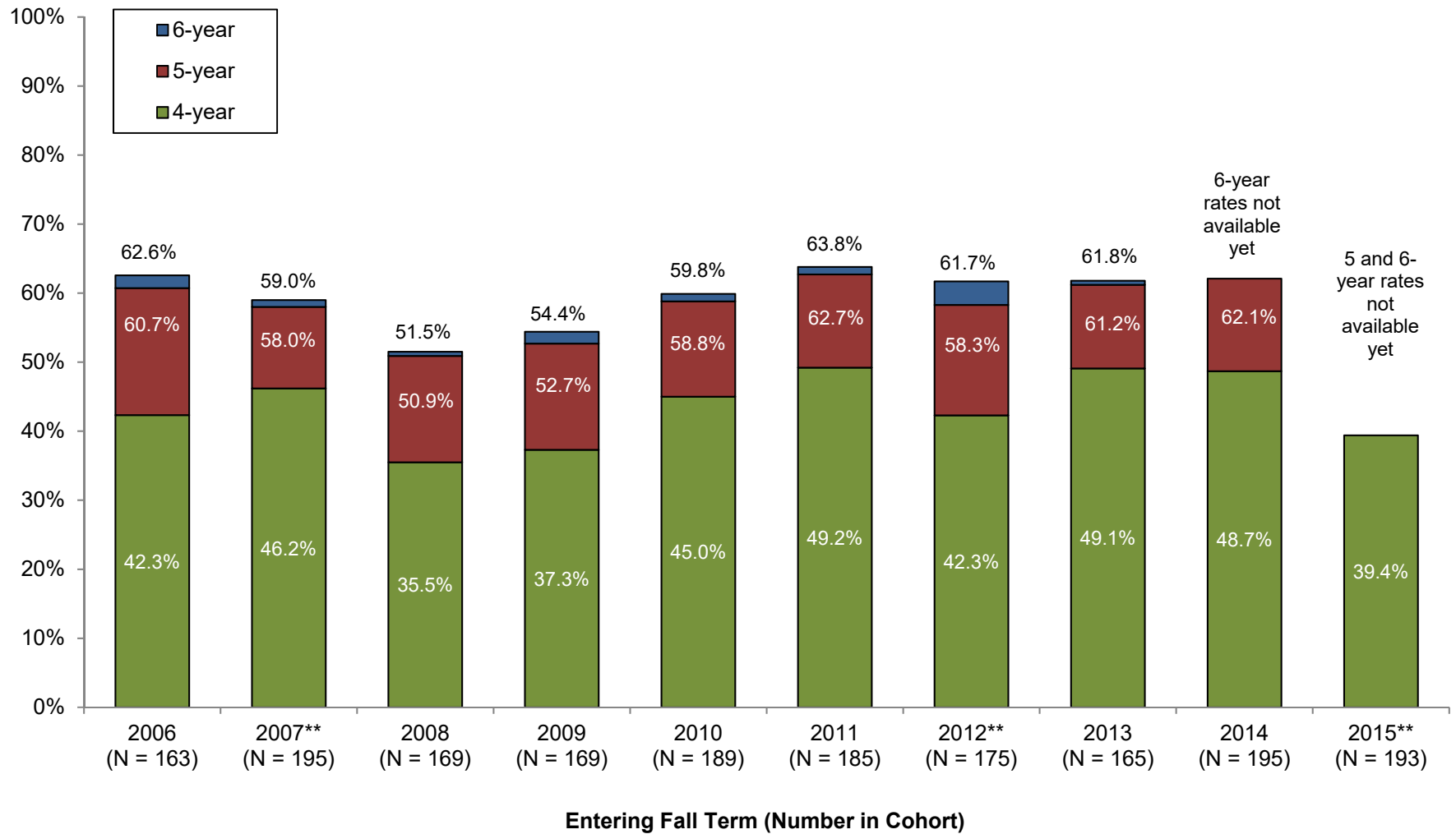


\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

\*\*Denotes cohort numbers that have been reduced by one due to the death of a student.

Source: Office of Institutional Research and Assessment, September 2019

## GRADUATION RATES\* FOR FIRST-YEAR **KENTUCKY** STUDENTS



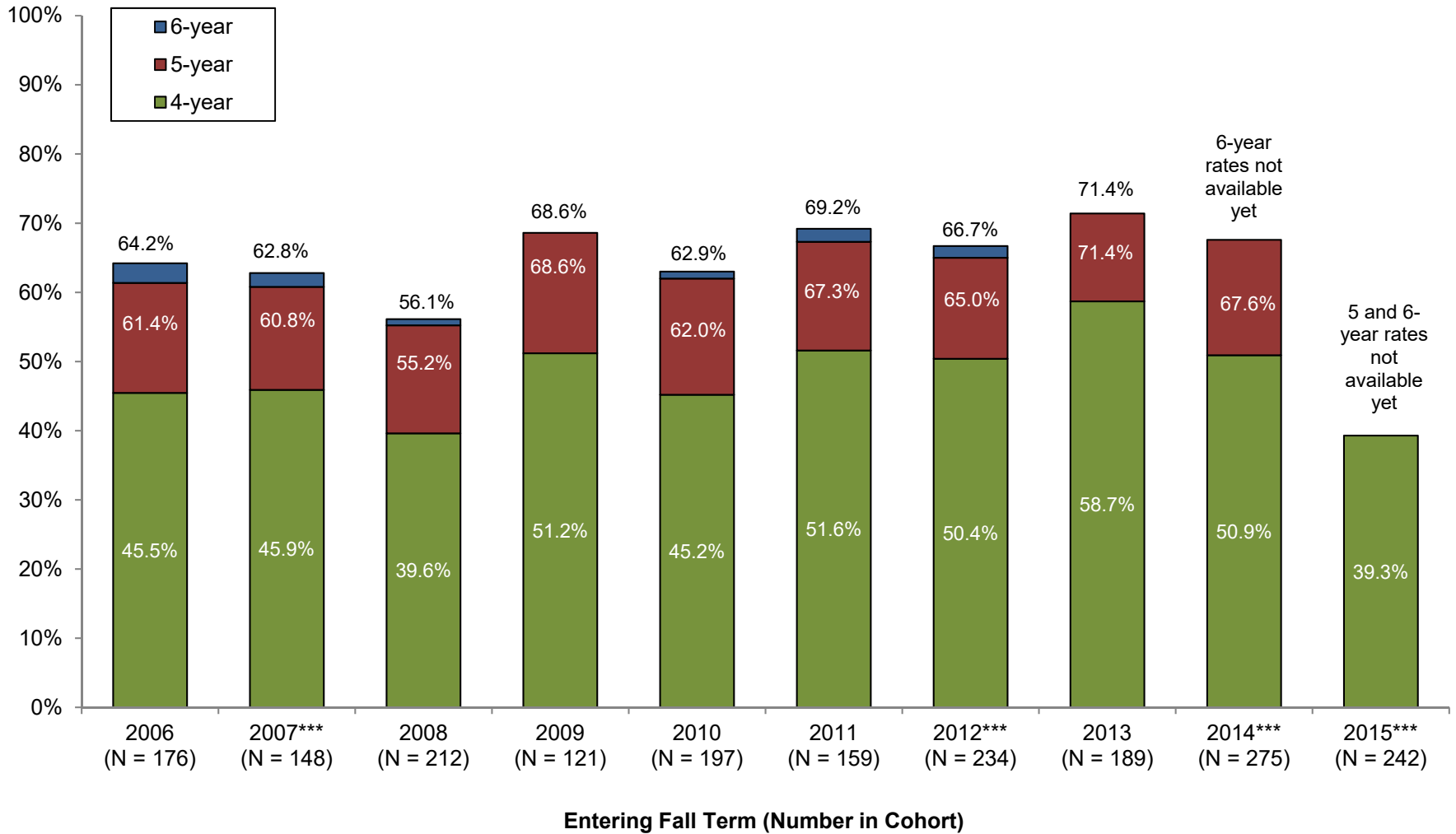
\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

\*\*Denotes cohort numbers that have been reduced by one due to the death of a student.

Source: Office of Institutional Research and Assessment, September 2019



## GRADUATION RATES\* FOR FIRST-YEAR **FIRST-GENERATION\*\*** STUDENTS

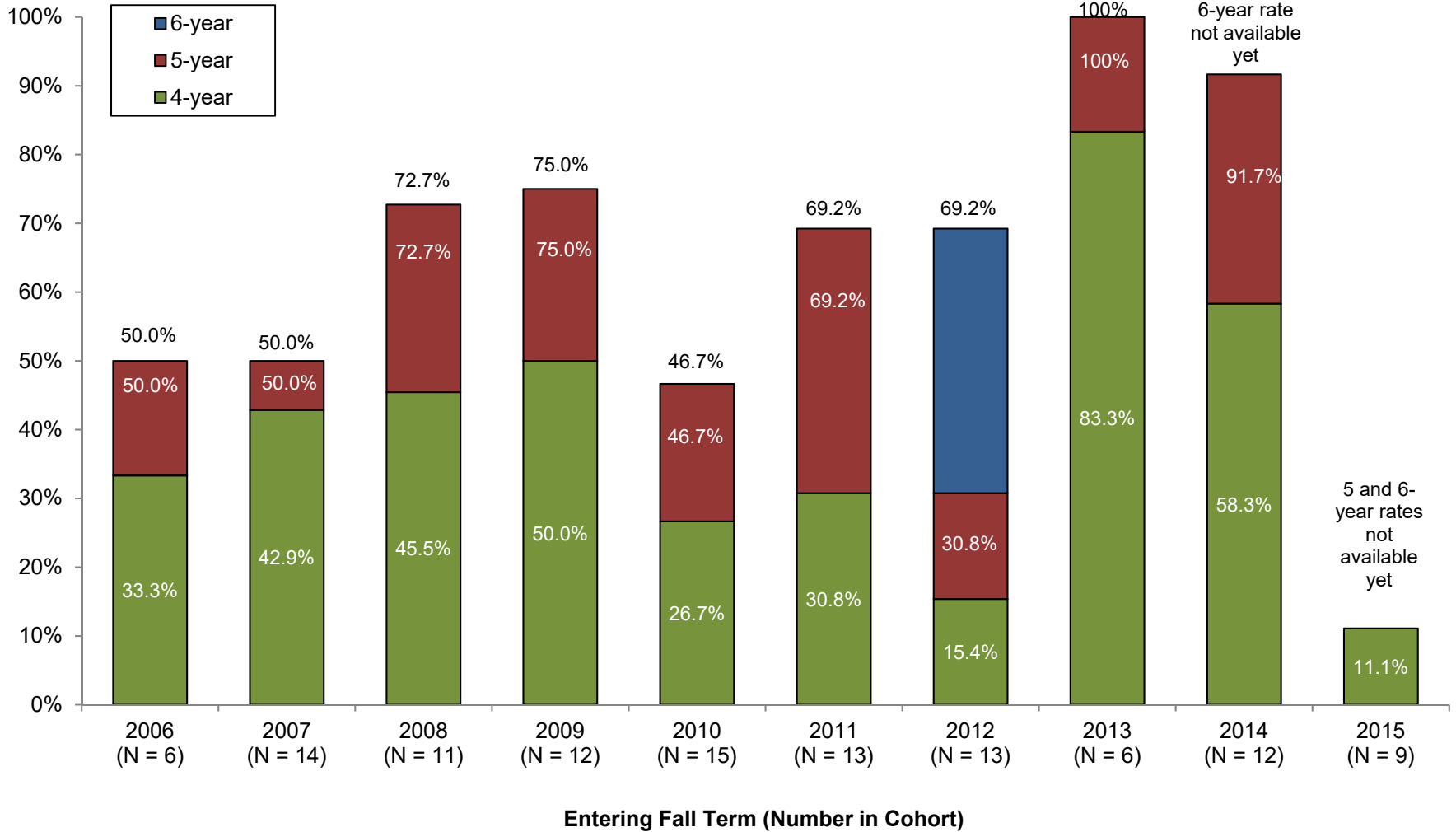


\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

\*\*First-Generation are students who indicated on their Admissions Application, the FAFSA (Free Application for Federal Student Aid), or the Entering Student Survey that neither parent/guardian has received a college degree.

\*\*\*Denotes cohort numbers that have been reduced by one due to the death of a student (2015 by 2).

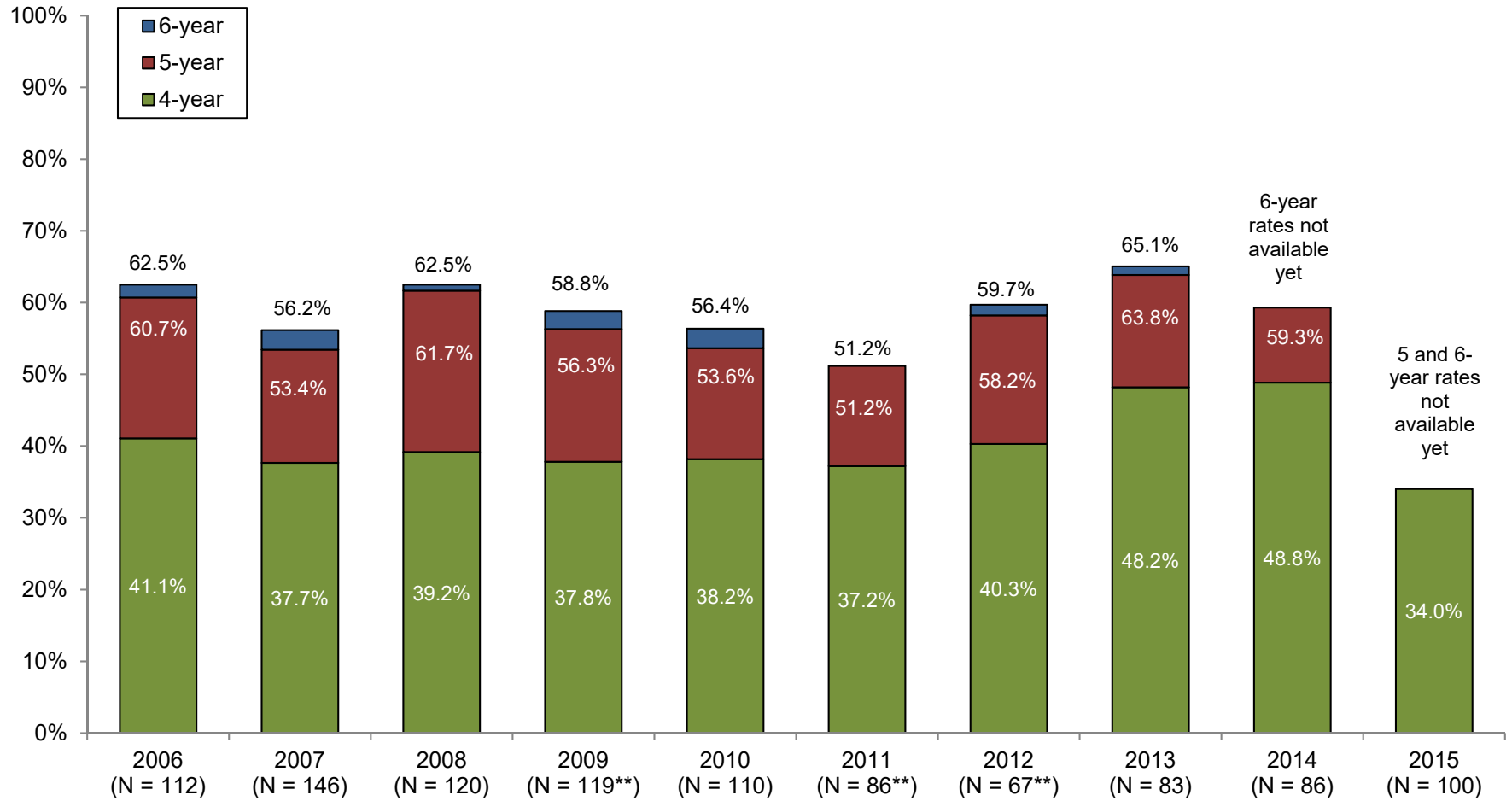
## GRADUATION RATES\* FOR **NON-TRADITIONAL\*\*** FIRST-YEAR STUDENTS



\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

\*\*For this chart, non-traditional status was determined at time of entry. A non-traditional student is defined as being 24 years of age or older and/or married and/or has a child/children/legal dependent. Domestic students complete the FAFSA (Free Application for Federal Student Aid) which verifies this status. International students are not included in this chart.

## GRADUATION RATES\* FOR FIRST-YEAR STUDENTS WHO NEEDED ANY DEVELOPMENTAL MATHEMATICS



Grad rates for students who did not need any developmental math

Entering Fall Term (Number in Cohort)									
68.1%	64.5%	62.1%	65.4%	65.2%	69.8%	63.5%	68.8%	67.6%	47.9%

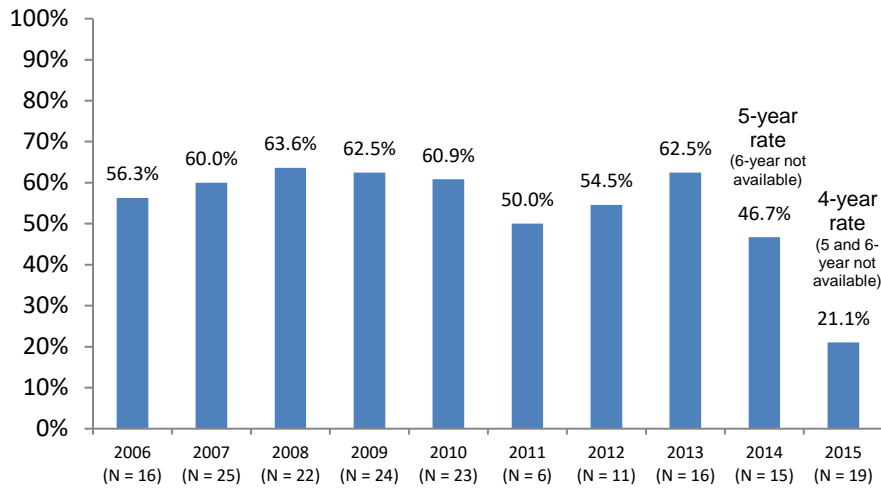
\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

\*\*Denotes cohort numbers that have been reduced by one due to the death of a student. (2007 was reduced by two.)

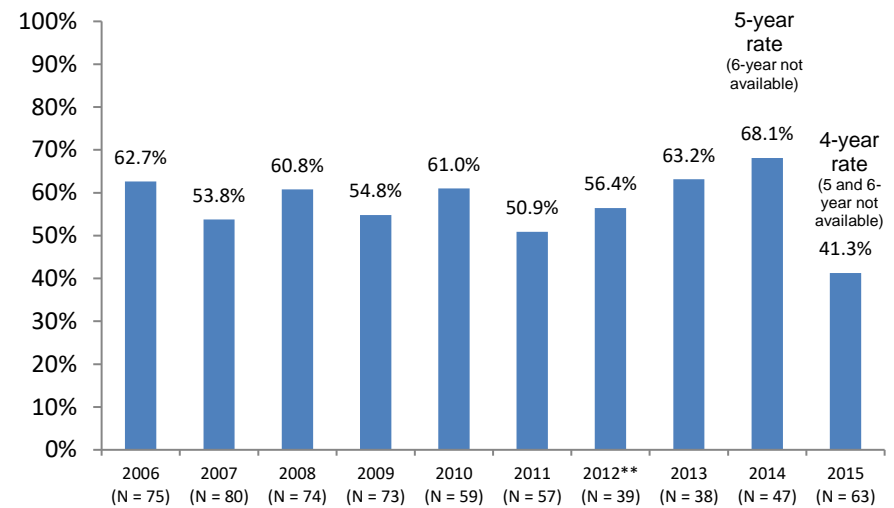
Source: Office of Institutional Research and Assessment, September 2019

**SIX-YEAR GRADUATION RATES\* FOR FIRST-YEAR STUDENTS  
BY DEVELOPMENTAL MATHEMATICS CATEGORIES**

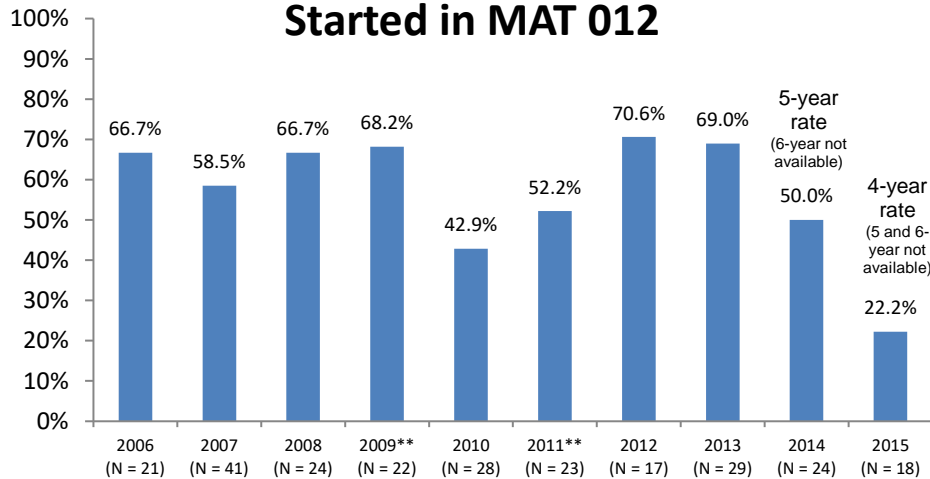
**Started in MAT 010**



**Started in MAT 011**



**Started in MAT 012**

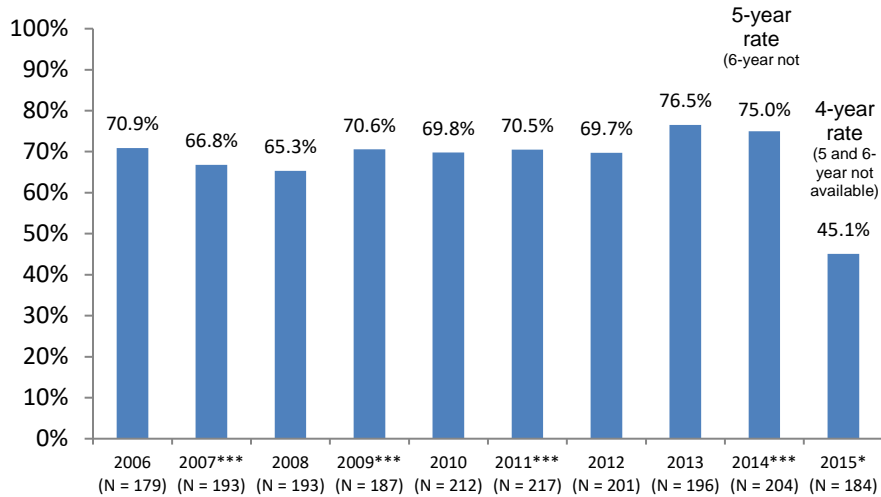


\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

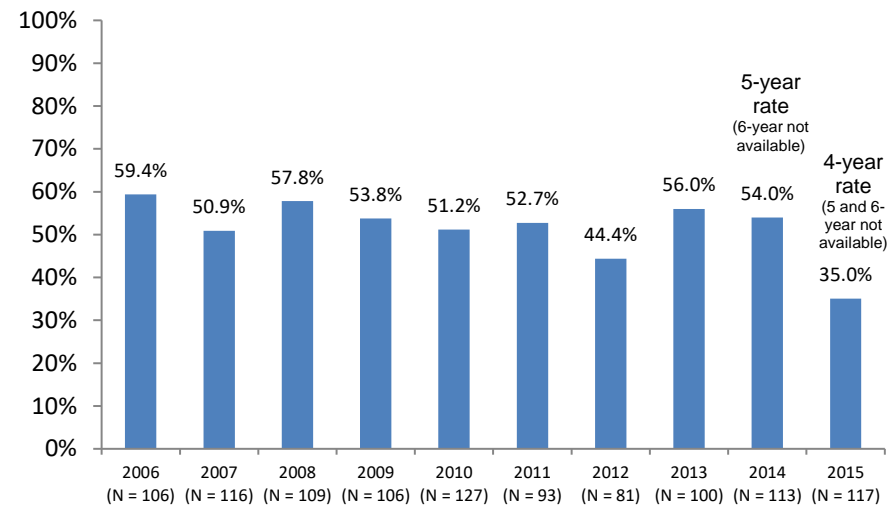
\*\*Denotes cohort numbers that have been reduced by one due to the death of a student.

**SIX-YEAR GRADUATION RATES\* FOR FIRST-YEAR STUDENTS\*\*  
BY HIGH SCHOOL RANK IN CLASS**

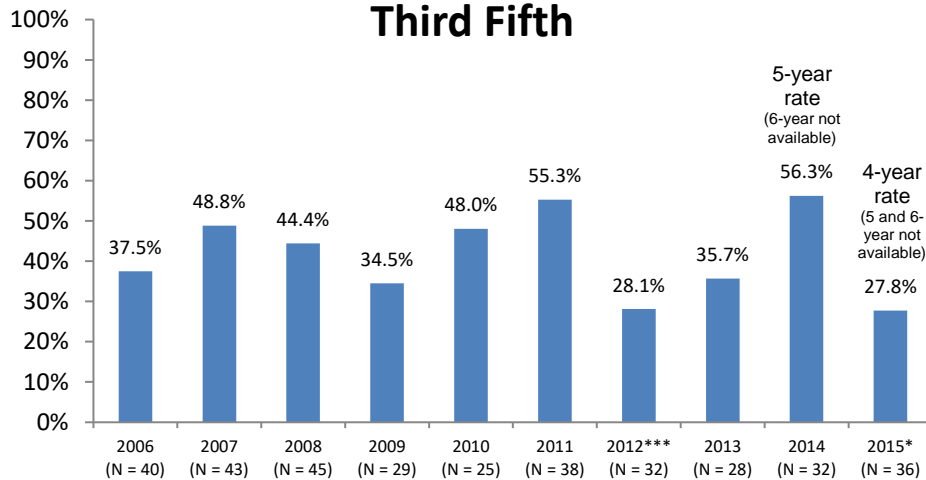
**Top Fifth**



**Second Fifth**



**Third Fifth**



NOTE: The Fourth Fifth and the Bottom Fifth do not have enough students in the categories for a meaningful graduation rate.

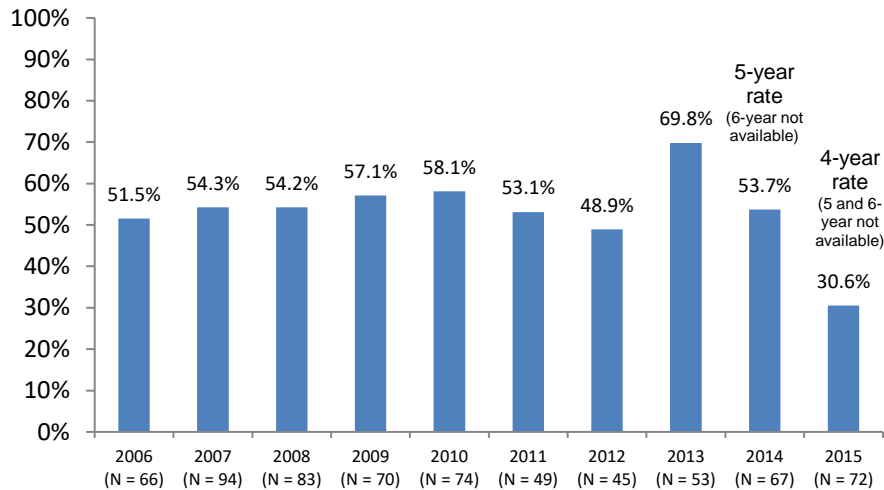
\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

\*\*Does not include F-1 International Students.

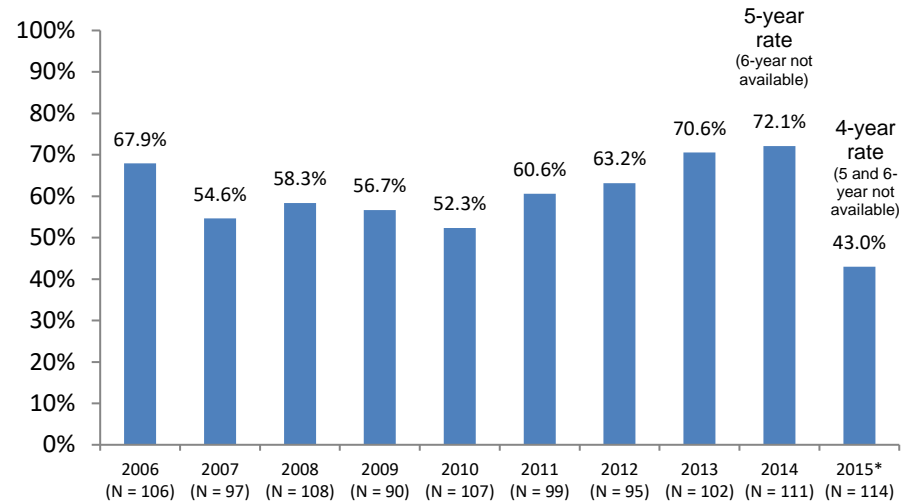
\*\*\*Denotes cohort numbers that have been reduced by one due to the death of a student.

**SIX-YEAR GRADUATION RATES\* FOR FIRST-YEAR STUDENTS  
BY ACT COMPOSITE CATEGORIES**

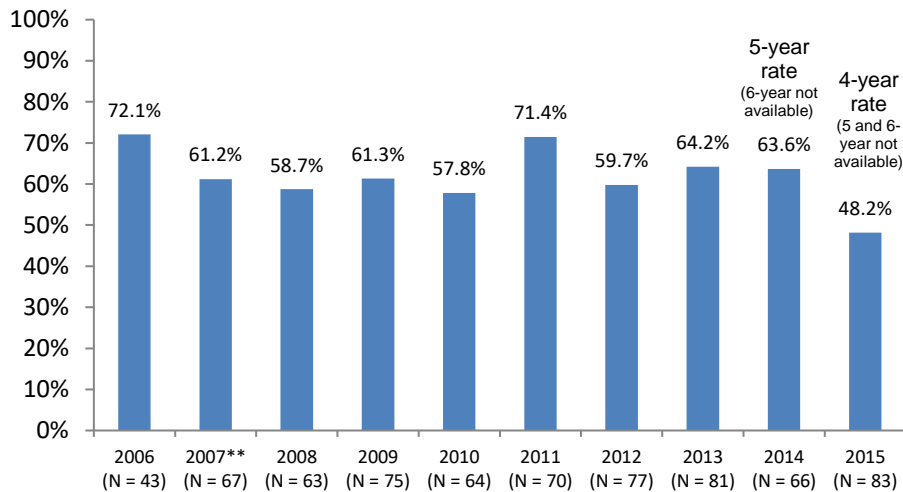
**ACT Composite Category: 19 - 21**



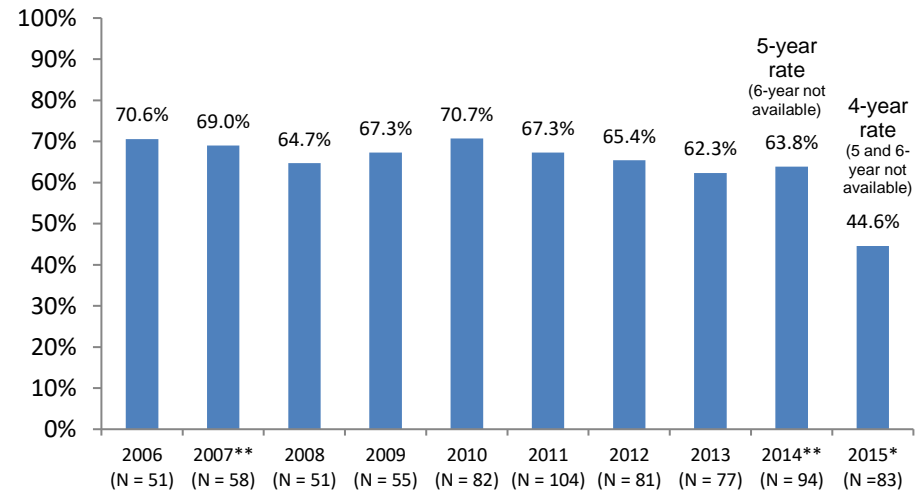
**ACT Composite Category: 22 - 24**



**ACT Composite Category: 25 - 26**



**ACT Composite Category: 27 - 36**

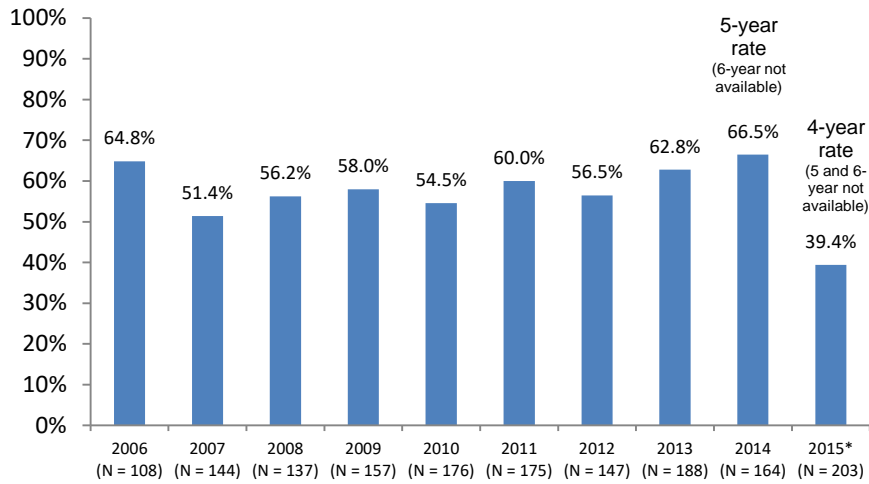


\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

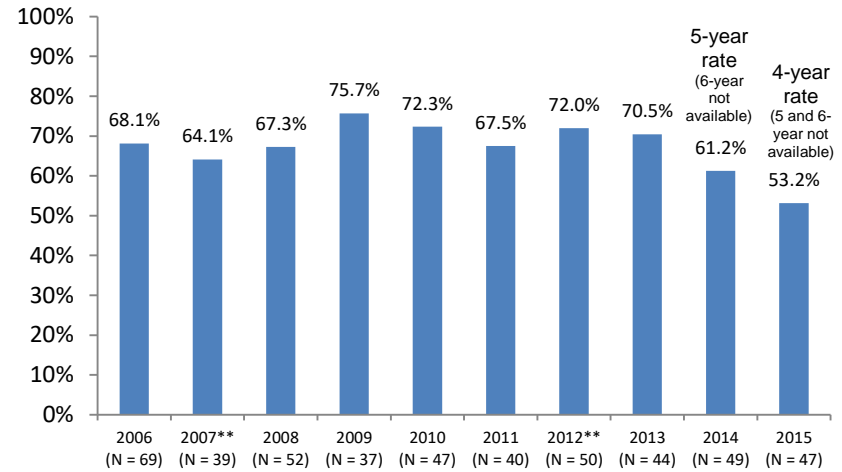
\*\*Denotes cohort numbers that have been reduced by one due to the death of a student.

**SIX-YEAR GRADUATION RATES\* FOR FIRST-YEAR DEPENDENT STUDENTS  
BY EXPECTED FAMILY CONTRIBUTION (EFC) CATEGORIES AT ENTRY**

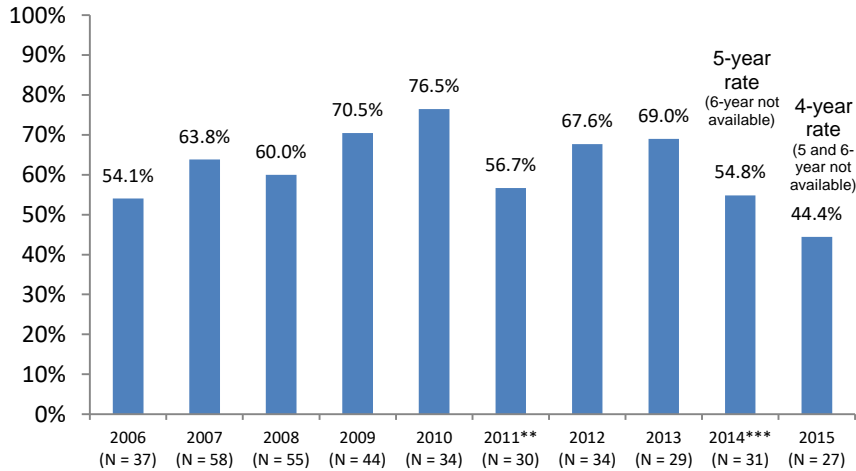
**\$0 EFC**



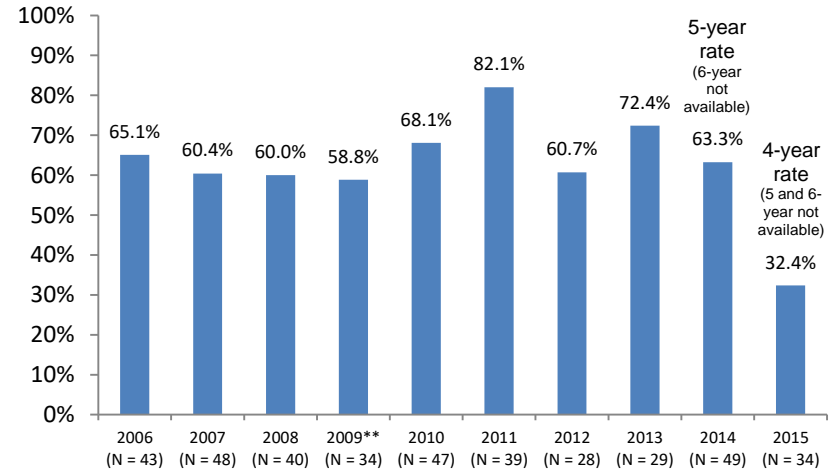
**\$1 - \$1,000 EFC**



**\$1,001 - \$2,000 EFC**



**\$2,001 - \$3,000 EFC**



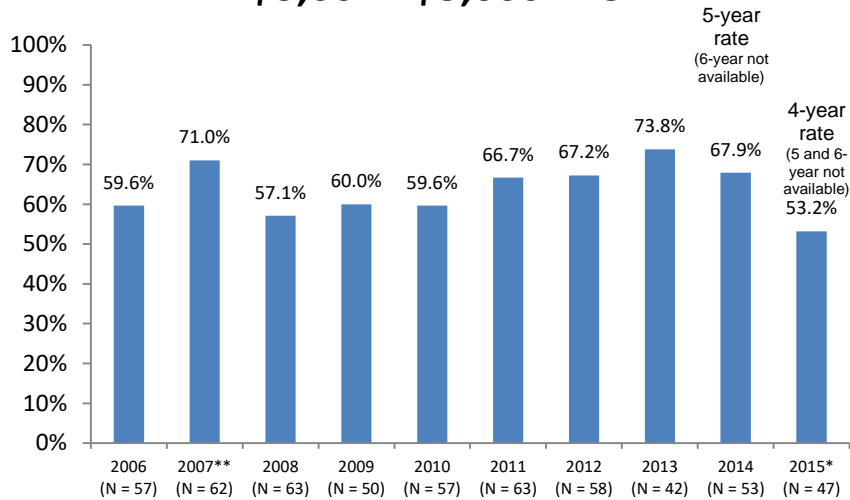
NOTE: Does not include F-1 International Students or Independent Students.

\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

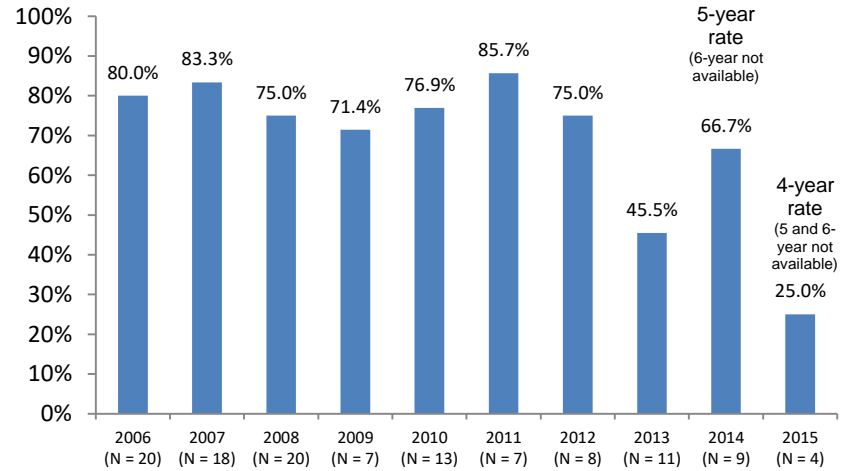
\*\*Denotes cohort numbers that have been reduced by one due to the death of a student.

**SIX-YEAR GRADUATION RATES\* FOR FIRST-YEAR DEPENDENT STUDENTS  
BY EXPECTED FAMILY CONTRIBUTION (EFC) CATEGORIES AT ENTRY**

**\$3,001 - \$5,000 EFC**



**More than \$5,000 EFC**



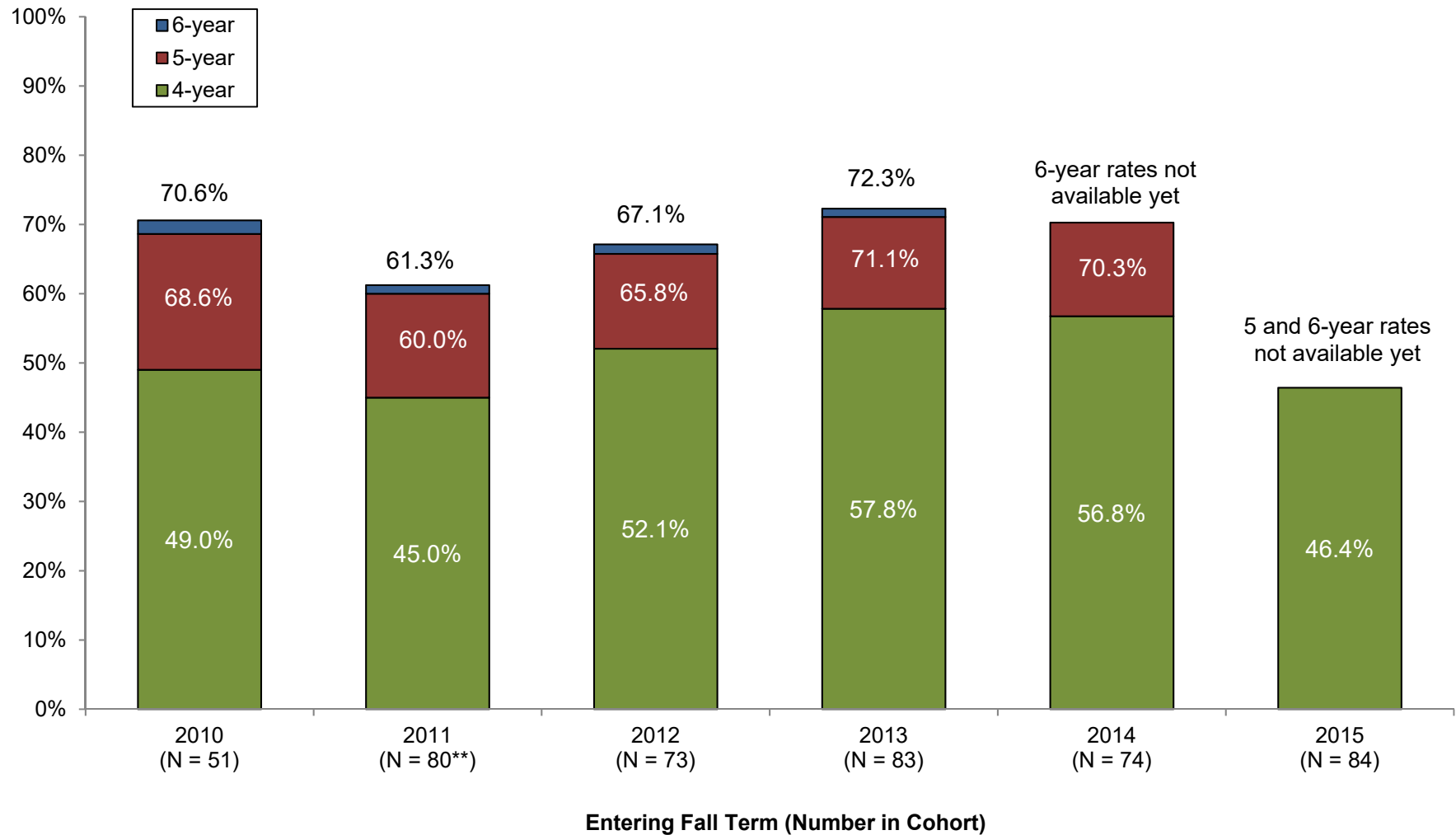
NOTE: Does not include F-1 International Students or Independent Students.

\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

\*\*Denotes cohort numbers that have been reduced by one due to the death of a student.



**GRADUATION RATES\* FOR FIRST-YEAR STUDENTS  
PARTICIPATING IN THE EMERGING SCHOLARS PROGRAM (ESP)**



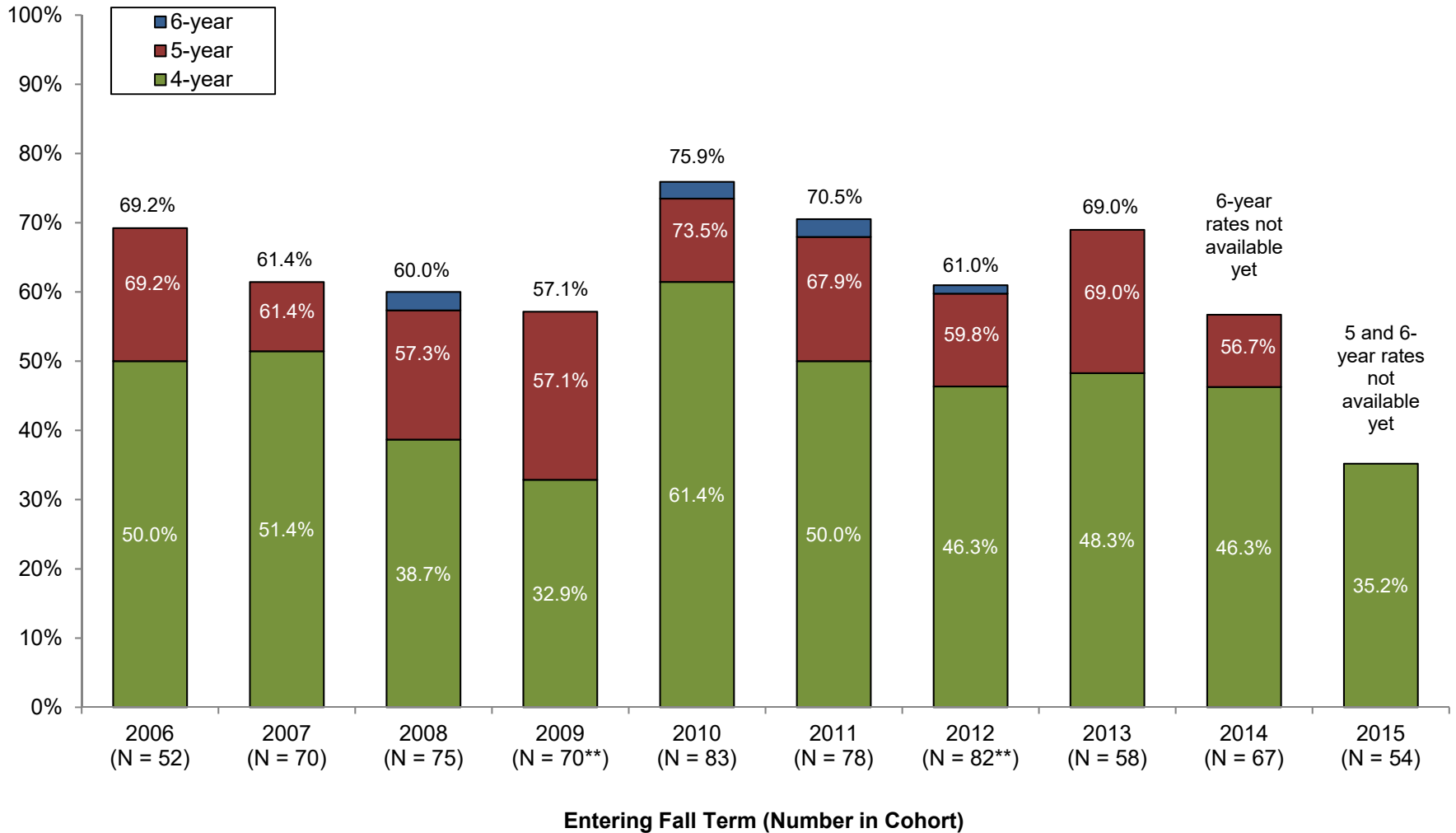
\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

\*\*Denotes cohort numbers that have been reduced by one due to the death of a student.

Source: Office of Institutional Research and Assessment, September 2019

For a description of the Emerging Scholars Program, see the "Definitions and Descriptions" page at the beginning of this report.

**GRADUATION RATES\* FOR FIRST-YEAR STUDENTS  
ATHLETES DURING THEIR FIRST YEAR**



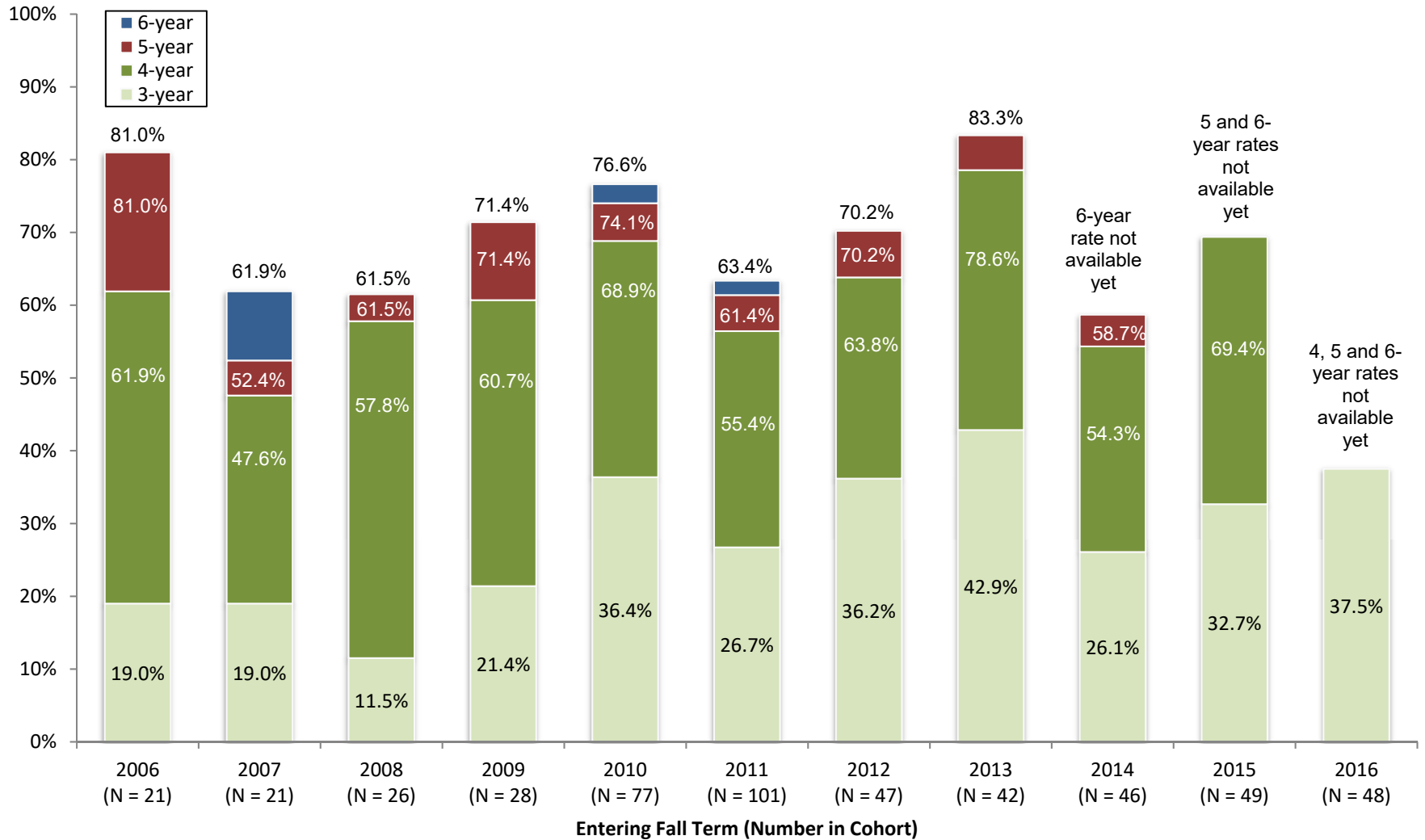
\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

\*\*Denotes cohort numbers that have been reduced by one due to the death of a student.

Source: Office of Institutional Research and Assessment, September 2019

For a description of an athlete, see the "Definitions and Descriptions" page at the beginning of this report.

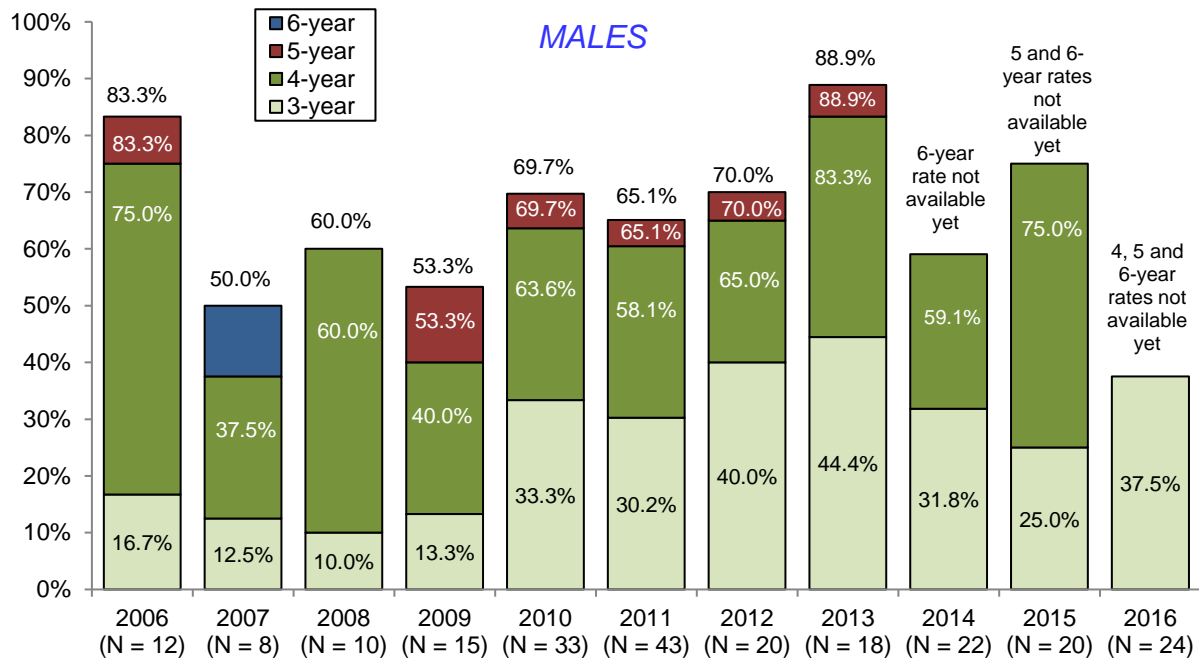
## GRADUATION RATES\* FOR **TRANSFER** STUDENTS



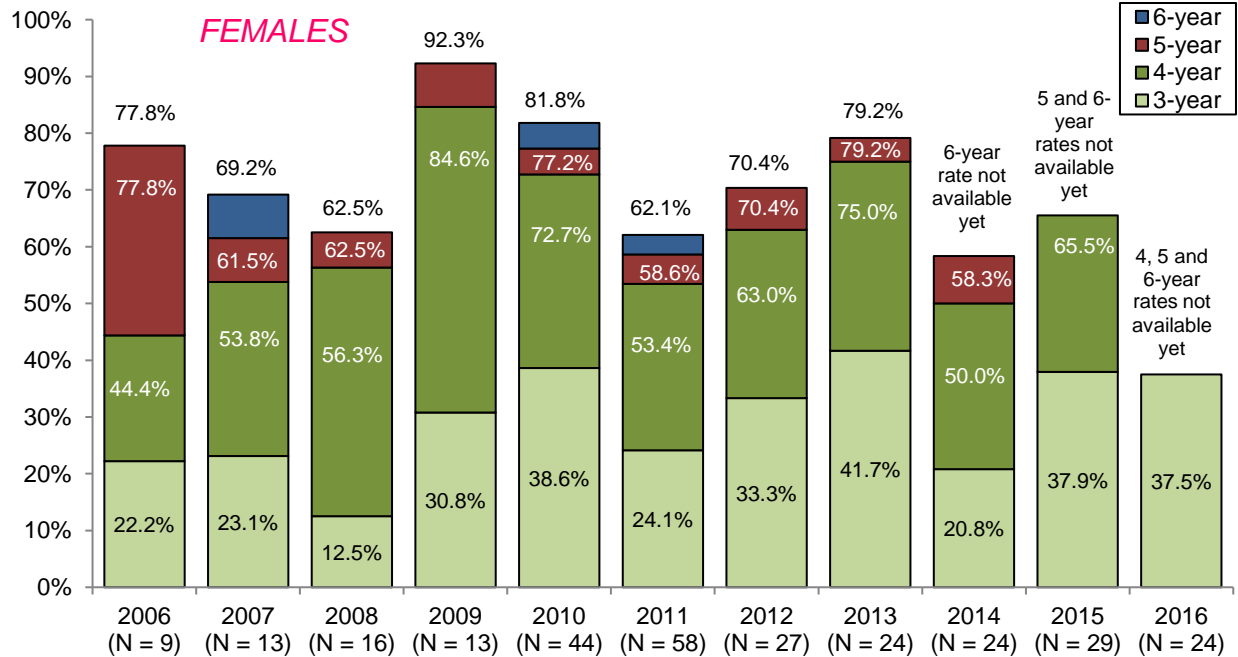
\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

Source: Office of Institutional Research and Assessment, September 2019

## GRADUATION RATES\* FOR TRANSFER STUDENTS BY SEX



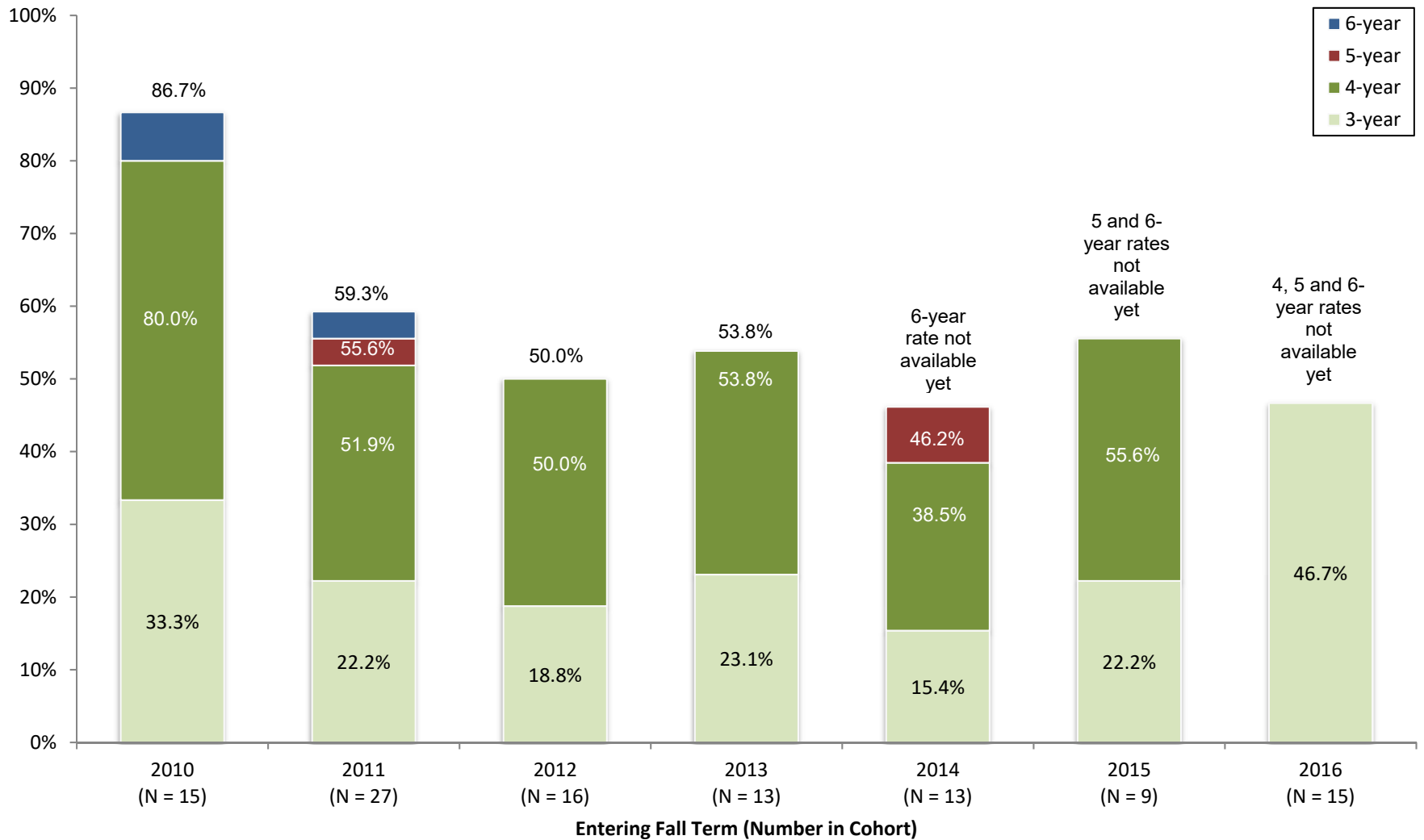
### Entering Fall Term (Number in Cohort)



### Entering Fall Term (Number in Cohort)

\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

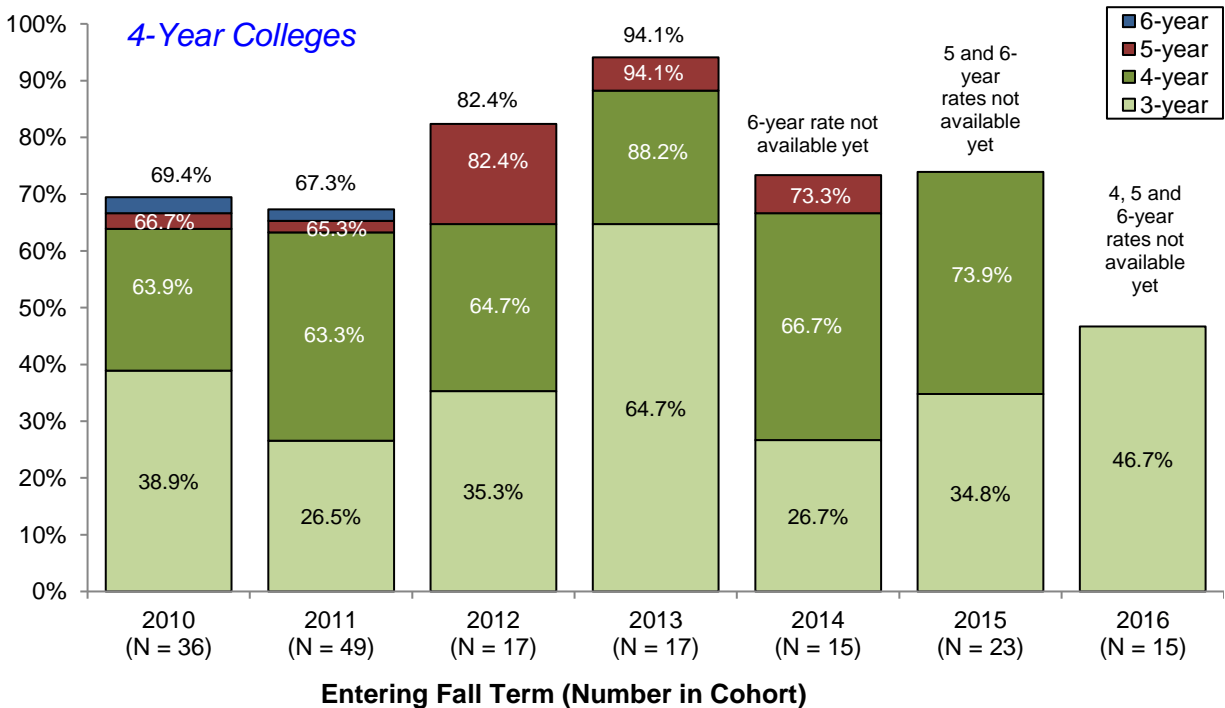
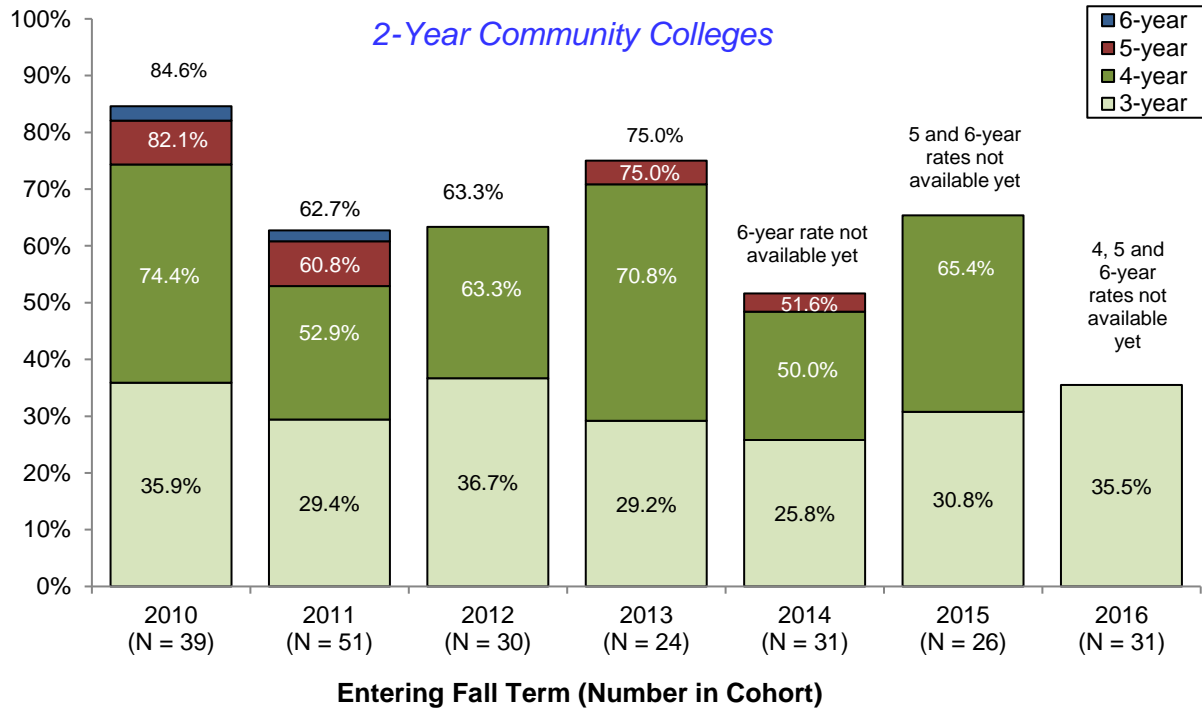
**GRADUATION RATES\* FOR TRANSFER STUDENTS FROM  
KENTUCKY COMMUNITY AND TECHNICAL COLLEGE SYSTEM (KCTCS) INSTITUTIONS**



\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

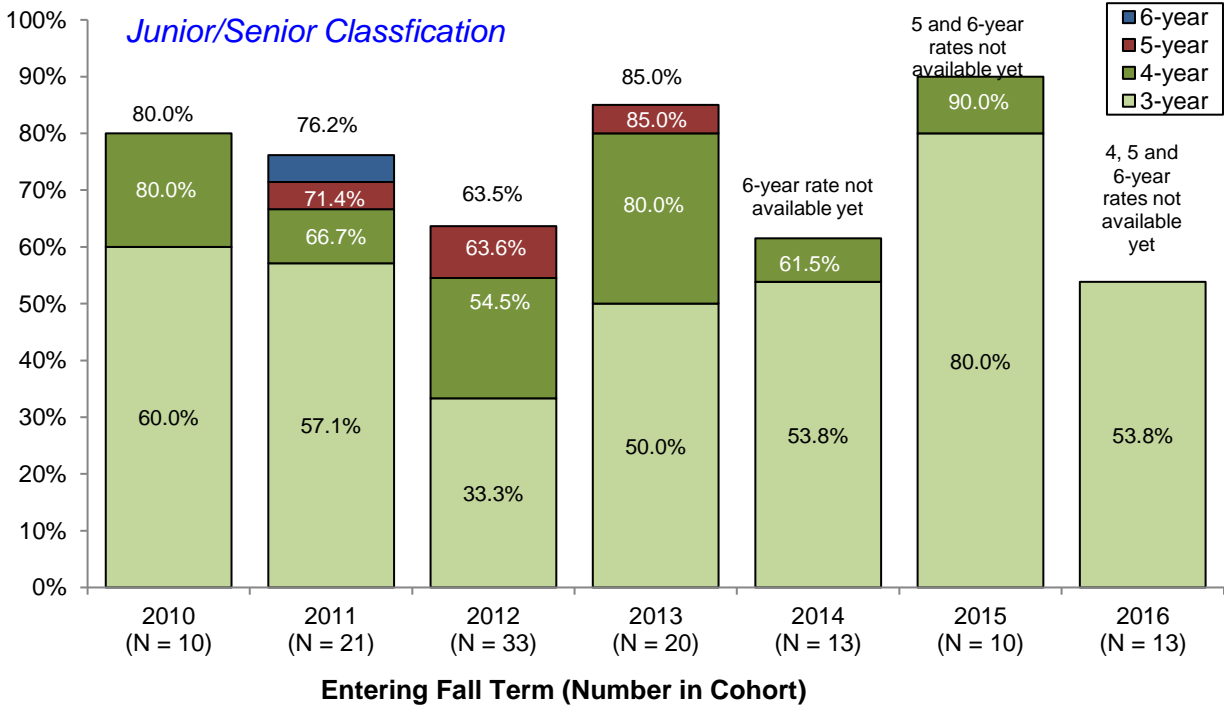
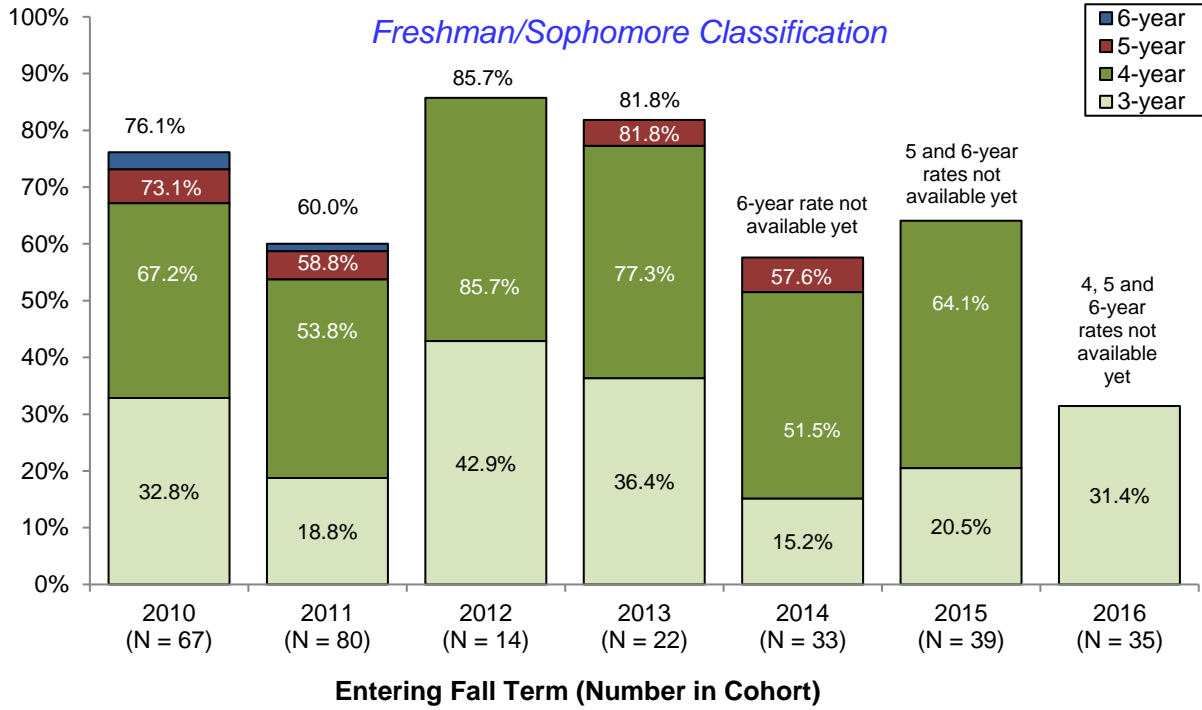
Source: Office of Institutional Research and Assessment, September 2019

## GRADUATION RATES\* FOR TRANSFER STUDENTS BY TRANSFER INSTITUTION CATEGORY



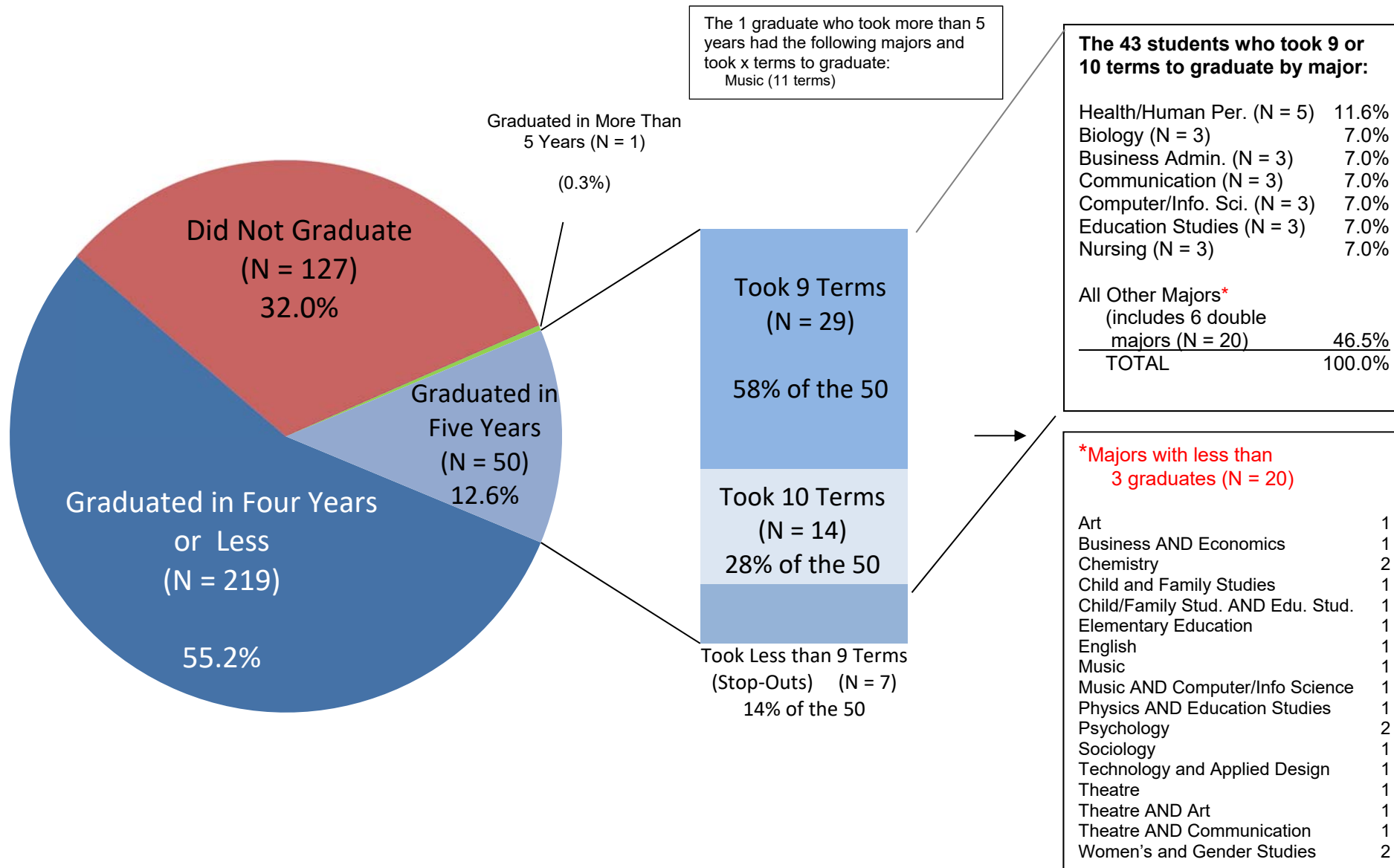
\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

## GRADUATION RATES\* FOR TRANSFER STUDENTS BY CLASSIFICATION AT ENTRY



\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

**Graduation Status of Entering First-Year Students (N = 397), Cohort Year 2013 (does not include Transfer Students)**

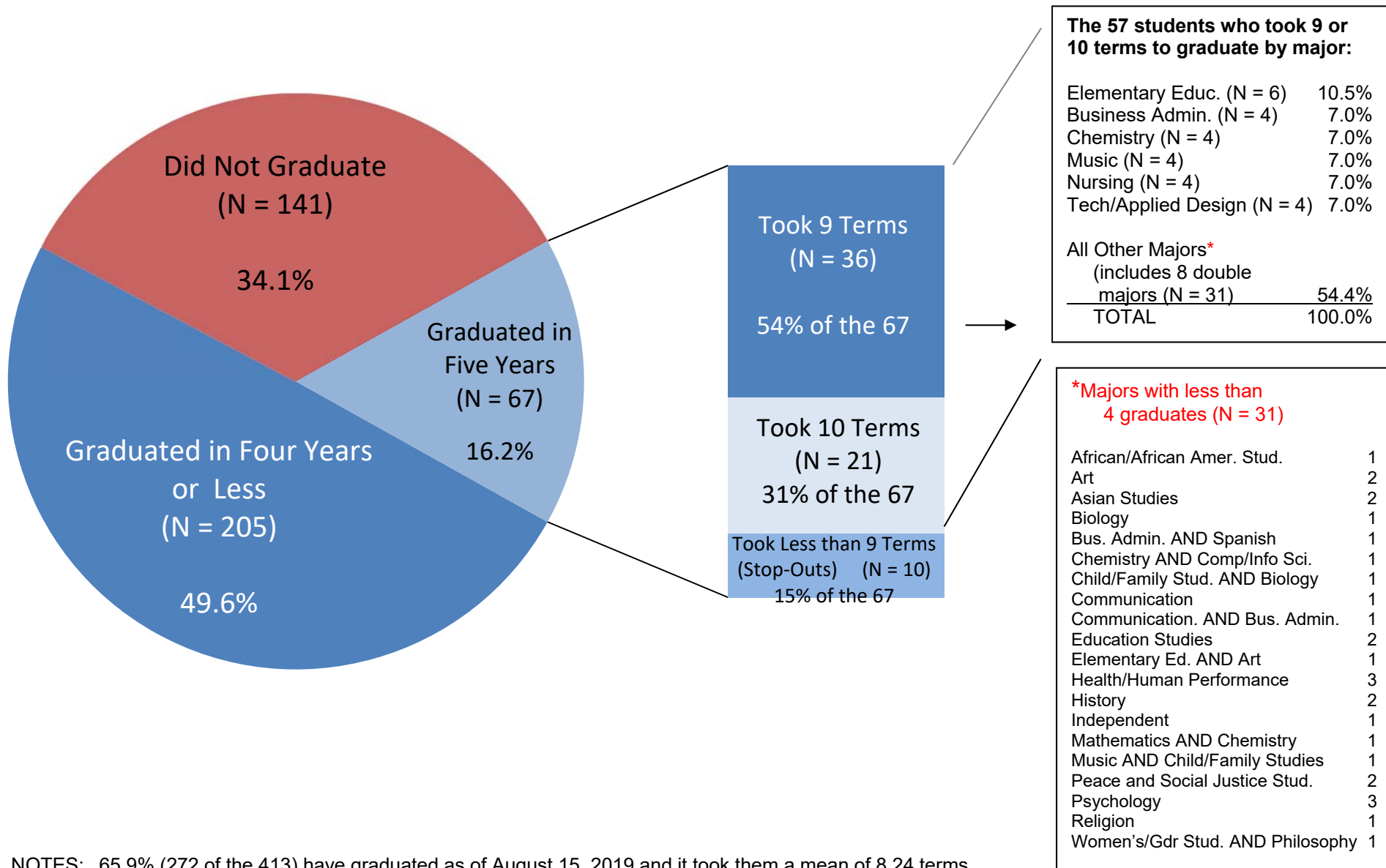


NOTE: 68.0% (270 of the 397) have graduated as of August 15, 2019 and it took them a mean of 8.16 terms.

Source: Office of Institutional Research and Assessment, September 2019



**Graduation Status of Entering First-Year Students (N = 413), Cohort Year 2014 (does not include Transfer Students)**



NOTES: 65.9% (272 of the 413) have graduated as of August 15, 2019 and it took them a mean of 8.24 terms. Cohort number has been reduced by three due to the deaths of three students.

Source: Office of Institutional Research and Assessment, September 2019